



RFP #: K19-11-224

Diversity, Equity, Inclusion and Restorative Practices

**Presented to
Kyrene Elementary School District No. 28**

Due: 2:00pm, Wednesday, November 7, 2018

Prepared by:
Amelia Corea
Senior Account Manager Southwest, PD Solutions
2455 Teller Road,
Thousand Oaks, CA 91320
Cell: **805.338.1573**
[**amelia.corea@corwin.com**](mailto:amelia.corea@corwin.com)



Your Partner in Professional Learning



Kyrene Elementary School District No. 28
Purchasing Department
8700 South Kyrene Road
Tempe, Arizona 85284

November 7, 2018

Thank you for the opportunity to provide the Kyrene Elementary School District No. 28 with our response to your Request for Proposal – Professional Development for Diversity, Equity, Inclusion and Restorative Practices. At Corwin our mission is rooted in helping educators do their work better. Twenty-eight years ago, Corwin invented a whole new category of publishing—research based, peer reviewed, and ready to use. Since then, we have grown into a global organization, with offices in the United States, Canada, and Australia. The incredibly important and vital work we do is built on an unshakable foundation of beliefs:

- We believe that all children can learn and that all means ALL
- We believe that knowing our impact is a privilege and a responsibility
- We believe that education is the cornerstone of a just, stable, and thriving society
- We believe in the fierce urgency of now - it is reflected daily in our work and our actions
- We believe that every child deserves a great education, not by chance, but by design

Building off of our publishing success, we have grown to be a comprehensive full-service professional learning organization where our authors' work comes to life and has additional impact through face-to-face consulting services, eLearning, and assessment and survey tools. Corwin partners with schools, districts, associations, and departments/ministries of education to deliver training and tools that build capacity, have positive change on instructional practices, and put students at the heart of all we do.

Corwin's deep-rooted experience in guiding organizations through successful diversity, equity and inclusion transformation positions us to meet the unique needs of the Kyrene Elementary School District No. 28. We relish the opportunity to design and deliver professional learning opportunities and resources that promote cultural competency, equity, and inclusion across youth, staff, and leadership audiences.

Please feel free to reach out to our team with any questions regarding this response, and we look forward to the opportunity to serve the needs of the Kyrene Elementary School District No. 28.

Best,
Dave West
Vice President of Professional Learning and Sales

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Tab 1. Offer and Acceptance Page and W9

Form

W-9(Rev. November 2017)
Department of the Treasury
Internal Revenue Service**Request for Taxpayer
Identification Number and Certification**► Go to www.irs.gov/FormW9 for instructions and the latest information.**Give Form to the
requester. Do not
send to the IRS.****1** Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.**Corwin Press, Inc.****2** Business name/disregarded entity name, if different from above**3** Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.☐ Individual/sole proprietor or single-member LLC☒ C Corporation☐ S Corporation☐ Partnership☐ Trust/estate☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ►**Note:** Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.☐ Other (see instructions) ►**4** Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.**2455 Teller Road****6** City, state, and ZIP code**Thousand Oaks, CA 91320-2218****7** List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

[] [] [] - [] [] - [] [] [] []

or

Employer identification number

7 7 - 0 2 6 0 3 6 9

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification Instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.**Sign
Here**Signature of
U.S. person ►*Chui C. Hickok*Date ► *1/3/18***General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Tab 2. Program Content and Capabilities

Name of Organization: Corwin Press, Inc.

Size and Organization of the Company: Private Company with approx. 200 employees

Direct Mailing Address: 2455 Teller Road, Thousand Oaks, CA 91320

Senior Account Manager for the Kyrene ESD Project: Amelia Corea – amelia.corea@corwin.com
805-338-1573

Overview of the Organization History:

Corwin is an independently owned company founded in 1990 as a division of SAGE Publications. Our mission is rooted in helping educators do their work better. Twenty-eight years ago Corwin invented a whole new category of publishing—research based, peer reviewed, and ready to use. Since then, we have grown into a global organization, with offices in the United States, Canada, and Australia. We have published more than 3,000 titles from more than 1,000 thought leaders in the education field. We have helped millions of educators across the country and around the world to innovate and elevate their practice. The incredibly important and vital work we do is built on an unshakable foundation of beliefs:

- We believe that all children can learn and that all means ALL
- We believe that knowing our impact is a privilege and a responsibility
- We believe that education is the cornerstone of a just, stable, and thriving society
- We believe in the fierce urgency of now - it is reflected daily in our work and our actions
- We believe that every child deserves a great education, not by chance, but by design

Building off of our publishing success, we have grown to be a comprehensive full-service professional learning organization where our authors' work comes to life and has additional impact through face-to-face consulting services, eLearning resources, and assessment and survey tools. Corwin partners with schools, districts, associations, and departments/ministries of education to deliver training and tools that build capacity, have positive change on instructional practices, and put students at the heart of all we do.

Corwin's deep commitment to equity for all students and Gary Howard's 25 years of providing cultural competency training provides the Kyrene Elementary School District No. 28 with a unique, proven, capacity-building approach to cultural competence and culturally responsive leadership. Conceived and implemented nationally by Gary Howard, the Deep Equity process addresses the dynamics of power and privilege in a safe, engaging, and inspiring environment in which all educators are honored and valued as professionals. The Deep Equity process is designed to reduce and eventually eliminate disproportional suspension, expulsion, and disciplinary referral rates based on the belief that such policies and practices are symptomatic of institutional biases and norms that must be directly challenged through systemic, ongoing,



and authentic work. By engaging in the program, educators will learn to decrease barriers to inclusion and equity, while increasing internal awareness, knowledge and skills through their own sustained, collaborative efforts and courageous leadership.

Professional Learning

Corwin's solution for Kyrene Elementary School District No. 28 utilizes a variety of implementations, including the services and professional learning curriculum below:

Recommended Services:

Deep Equity School Leadership Series: This three-stage partnership allows for customized, deep organizational work. This series includes a launch meeting with the district leadership team to frame the work and build capacity, four workshop days in Year 1 with school-based equity teams, extensive follow-up coaching and support, and tools to sustain and deepen the work in Year 2.

Deep Equity In-District Certification: Deep Equity Certification allows large school districts and regional educational service agencies to build the capacity of the organization to support and sustain long-term, authentic equity work after completion of the 7-day School Leadership Team facilitator training in Years 1 and 2.

Restorative Practices Workshop Series: A series of workshops to build capacity for restorative discipline practices and create restorative systems, including restorative circles and conferences.

The Youth Equity Stewardship Series (YES): This proven, arts-based workshop series increases student engagement and transforms youths into advocates for culturally responsive learning environments.

Additional Service and PD Curriculum Options:

Deep Equity Institute: During this two-day institute, participants will explore issues of privilege, identify organizational barriers to equity, and build a climate of constructive collaboration where all students can thrive.

Culturally Responsive Teaching eCourse: This course introduces the Seven Principles for Culturally Responsive Teaching. Participants will identify opportunities and barriers to integrating these principles in their classrooms.

Deep Equity PD Resource Center: Based on Gary Howard's *We Can't Lead Where We Won't Go*

manual, the Deep Equity PD Resource Center provides online access to all the materials you need to promote culturally responsive teaching practices.

About the Deep Equity Model

The Deep Equity School Leadership series is a multi-year facilitator “train-the-trainer” model designed to create School Leadership Teams that help develop strategies and implement professional development activities that maximize instruction and student achievement and improve the climate and culture of classrooms at each school site.

The *Deep Equity* implementation program is an intensive system-wide process, focused on preparing teams of equity leaders identified by Kyrene Elementary School District No. 28 to create school cultures of inclusion, equity, and excellence and lead school reform efforts at the building level. Each of the activities, conceptual frameworks, goals and discussion are designed to move teachers, leaders, schools, and systems toward greater cultural competence and effectiveness in the practice of culturally responsive teaching and leadership. The facilitator training model ensures that the implementation of culturally responsive practices will become institutionalized in the social, academic, and disciplinary practices of the school.

The overall goal of the process is to bring equity alive in the classroom, address the many demographic gaps that exist in student outcomes, and to move schools closer to the realization of their vision of social justice. It is suggested that participants come as teams of 5-7 educators from each individual building. Every effort must be made to ensure that there is a built-in support system for implementation at the building and classroom level.

In this intensive systemic process, selected individuals and teams will be prepared to lead and implement professional development activities in their school or district. For systems engaged in REACH training, GESA work, Courageous Conversations about Race, SEED, ADL programs, or other multicultural and equity staff development processes, the experience with Deep Equity will reinforce and complement these efforts and help support your ongoing work in the following ways:

- 1) Deepening the work of personal growth toward cultural competence for teachers, classified staff, and educational leaders;
- 2) Expanding the approach and analysis to multiple dimensions of difference, including race, but also focusing on culture, class, gender, language, sexual orientation, special needs, religion, learning styles, and the many other differences that affect educational outcomes;

- 3) Deepening educators' understanding of issues of social dominance and social justice in a way that increases their passion for equity without intensifying the resistance caused by the rhetoric of shame and blame;
- 4) Providing a comprehensive set of practical tools for classroom implementation and differentiation using the 7 Principles for School Leadership Training;
- 5) Demonstrating a 3-4 year process of peer support and action research focused on data-based results aimed at transforming pedagogy at the classroom level and closing targeted achievement gaps at the individual student level; and
- 6) Supporting school and district efforts at systemic change and strategic planning for equity, offering a model for institutional transformation and a process for measuring strategic outcomes related to cultural competence and culturally responsive practice.

As we work together to bring our *Deep Equity* program to Kyrene Elementary School District No. 28, you will have the opportunity to work with some of the most respected school leadership, youth leadership, and program evaluation consultants in the industry, many of whom have been immersed in addressing equity, diversity, and cultural competency issues in education systems for over twenty years.

About the Deep Equity School Leadership Series:

The *Deep Equity* School Leadership series is a multi-year model designed to create school leadership teams and help schools develop strategies and implement activities that maximize instruction and student achievement and improve the climate and culture of their classrooms. The highly-designed training model certifies that the implementation of culturally responsive practices will become institutionalized in the social, academic and disciplinary practices of the school. The School Leadership series is organized around five phases of engagement, growth and conversation:

School Leadership Series	
Phase 1: Tone and Trust	
<ul style="list-style-type: none"> • Forming a community of engaged adult and student learners • Building a climate of constructive collaboration • Overcome past resistance to "diversity work." • Transcending the rhetoric of shame and blame 	
Phase 2: Personal Culture and Personal Journey	
<ul style="list-style-type: none"> • Acknowledging each person's unique cultural narrative • Providing a functional definition of cultural competence • Clarifying the process of personal growth toward cultural competence • Connecting adult cultural competence with student outcomes 	

School Leadership Series

Phase 3: From Social Dominance to Social Justice

- Exploring issues of privilege, power, and difference
- Understanding the dynamics of social dominance
- Linking issues of dominance to current educational inequities
- Creating strategies for moving from dominance to social justice

Phase 4: Classroom and Job-Specific Implications and Applications

- Reinforcing adult-student relationships as the key to achievement
- Acknowledging classroom successes, challenges, and roadblocks
- Applying the 7 Principles for School Leadership Training
- Implementing action-research for inclusion and equity

Phase 5: Systemic Transformation and Planning for Change

- Identifying organizational barriers to equity and inclusion
- Applying a three-stage model for organizational transformation
- Action-planning for staff development and systemic change
- Creating a holistic integrated approach to school improvement

The School Leadership Series requires:

- 1) A 1-day “Equity Leadership for Administrators” workshop for up to 100 central office administrators and school principals, designed to outline the strategic requirements necessary to support the School Leadership series.
- 2) “School Leadership Training for Culturally Responsive Teaching” workshops for teams of 5+ school leaders - known as SLT Teams - from each participating school and the central office program/department

Through the SLT facilitator training workshops, school SLT Teams will acquire foundational content knowledge and build internal capacity to deliver high-quality, long-term, systemic professional development (PD) to their colleagues.

It is required that a principal or assistant principal serve as a member of each team to ensure administrator support of the cultural competence capacity building activities and PD within their school. Each school site participating in the training will also receive access to the *We Can't Lead Where We Won't Go: An Educator's Guide to Equity* facilitators manual and/or the online Professional Development Resource Center (PDRC), which provides:

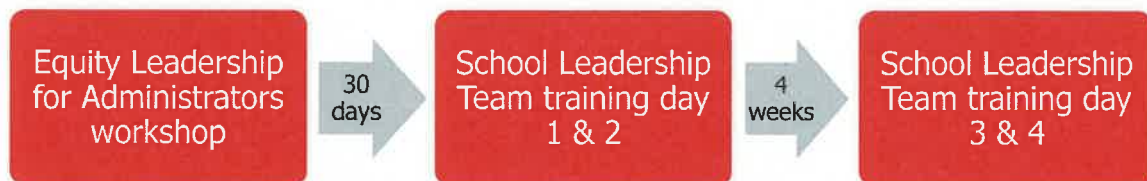
- a systemic process that will support a 3-5 professional development plan based on each school's culture and specific needs;
- PD activities that SLT teams can use to engage faculty and staff; and
- School-based video clips showing teachers, administrators, and students engaged in the culturally responsive reaching process.

An expected outcome of this work is strengthening the internal capacity of schools to deliver high-quality PD related to inclusion, equity, and excellence. In addition, strategies for culturally relevant/responsive pedagogy related the Seven Principles for Culturally Responsive Teaching will be shared and practiced throughout the first two years of the process so that significant changes in all classrooms will be clearly demonstrated.

Recommended Implementation Sequence

The Deep Equity process is designed to create long-term, measurable, sustainable equity transformation across a school district. As such, Corwin recommends spreading the 7 days of School Leadership Series facilitator training for members of School Leadership Teams across 2 years, in the sequence below.

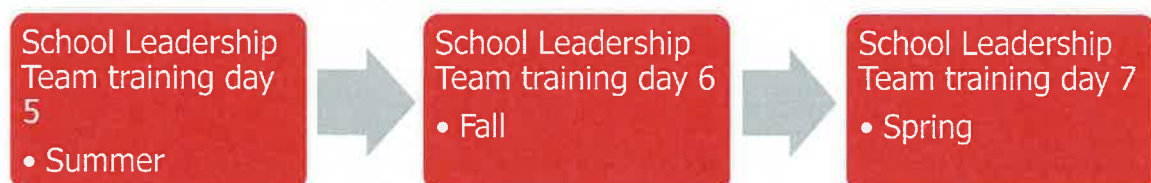
Deep Equity Year 1



In Year 1, members of School Leadership Teams will be introduced to the 5 phases of Deep Equity, which form the foundation of the model. School Leadership Team members will receive intensive training and support to lead equity initiatives and professional development around culturally responsive teaching practices at their school site. This “train-the-trainer” model builds the capacity of schools and districts to distribute leadership and expertise across the organization and support innovation from the bottom up. Upon completion of the 4 days of School Leadership Team facilitator training in Year 1, educators will be able to engage colleagues in open conversations around difficult topics, shift the culture and climate in schools, and build positive relationships with students.

School Leadership Team facilitator workshops in Year 2 should be spread out across the school year as follows.

Deep Equity Year 2



School Leadership Team facilitator training in Year 2 focuses on deepening participants' understanding the 5 phases of the Deep Equity model, enhancing leadership and facilitation skills, supporting implementation of equity initiatives and professional development around culturally responsive teaching practices at each school site, and cross-team sharing of best practices and strategies. Workshops will be spread across the school year to allow School Leadership Team members time to implement initiatives and conduct professional development with peers over the course of a semester, and then receive support, feedback, and additional training at the next workshop.

The agenda for each School Leadership Team training day will be customized according to client needs and goals. Sample agendas for each day are available upon request.

Deep Equity Year 3-5

Deep Equity focuses on in-school implementation, coaching, and support for School Leadership Teams in Years 3-5 to ensure sustainability, fidelity of implementation, cross-team sharing, scaling up success, and embedding the principles of culturally responsive teaching into everyday practice across school sites.

About the Deep Equity 2-Trainer Model

The Deep Equity process is about personal and systemic transformation. It requires participants to connect with the content and with the personal experiences of the consultants. Because a diversity of experience and perspective among consultants increases the possibility of success, the Deep Equity model uses a 2-trainer approach for each CRT Facilitator Training day. The consultant team will include experienced trainers from different backgrounds in order to:

- **Walk the talk:** the consultants model the personal commitments, personal transformations, and awareness of history and systemic dynamics we are asking of every participant in every session. That kind of modeling shown through only one cultural, racial, professional experience, or gender identity limits our capacity to show what we're asking from clients.
- **Represent multiple voices in your community:** The dynamic in many Deep Equity client districts is one of a largely white teaching and leadership staff serving racially diverse students. Having teams of one white consultant and one consultant of color allows us to represent both dimensions of that dynamic.
- **Create a sense of safety:** Certain Deep Equity engagement strategies are best presented from a particular racial or diversity perspective. Example: Our colleagues of color remind us that the Phase 3 activity—"Engaging the Race Conversation"—is best led by a white consultant with a predominantly white teaching staff, and, conversely, best led by a person of color with a teaching staff made up of mostly people of color.
- **Facilitate sensitive conversations and manage group dynamics:** This work is difficult,

more difficult than most realms of professional development. The Deep Equity team and the two-trainer model greatly increases the possibility for real, bottom up, authentically transformative, truly restorative school change to happen in the current American educational landscape.

- **Build bridges across an increasingly polarized political divide in our country:** This work is controversial and it works best when done with grace and flexibility. There's no way this can be a canned or scripted program. It requires constant customization and a Jazz flexibility. The two-trainer model allows for collaboration and the best diversified approach in the districts we serve.

Deep Equity Certification

Deep Equity Certification allows large school districts and regional educational service agencies to build the capacity of the organization to support and sustain long-term, authentic equity work after completion of the 7-day School Leadership Team facilitator training in Years 1 and 2. Participants who have completed the first 4 days of School Leadership Team facilitator training in Year 1 are eligible to become certified as an in-district Deep Equity trainer through 2 days of additional intensive training at the beginning of Year 2 implementation. Certified in-district trainers will receive a detailed facilitation manual and PowerPoint slides to use with School Leadership Team members or when facilitating professional development for school staff. It is recommended that Kyrene Elementary School District No. 28 identify potential certified trainer candidates when selecting participants for Year 1 Deep Equity training.

Following successful completion of the certification event and shadowing of experienced Corwin Deep Equity consultants in Year 2, certified in-district trainers can co-lead and eventually take over sole responsibility for School Leadership Team facilitator training workshops from Corwin Deep Equity consultants in Years 3-5. Certified in-district Deep Equity trainers will have the ability to support and coach School Leadership Team members in the 5 phases of Deep Equity, train new cohorts in the 7-day School Leadership Team facilitator training workshops, support district-wide equity initiatives, and facilitate deep implementation of culturally responsive teaching practices at each school site.

Certifications are valid for up to 3 years. Upon expiration, in-district trainers may participate in a re-certification event to renew their certification for another 3 years and gain additional training to deepen their expertise in facilitating authentic equity work.

Restorative Practices

Restorative Practices are a systemic approach to achieving equitable discipline outcomes. They provide educators with the tools to build community, resolve conflict, and repair harm. In Tier 1, community-building circles are used in the classroom and staff meetings. These circles

transform school culture through healthy communication that fosters a sense of belonging and connection. Should conflict arise, Tier 2 restorative circles provide an effective method to address and repair harm. These restorative circles honor the voice of the person harmed; while helping the individual who has committed the harm to accept responsibility and make amends. Tier 3 circles, or “reset circles,” re-engage a member of the community after a significant fracture in their relationship with the school (i.e., suspension, prolonged unexcused absence, etc.). Reset circles may involve the student, family member(s), and key representatives from the school. The restorative process is an effective alternative to exclusionary discipline and a valuable framework for fostering equity for all students.

Peer mediation programs are a valuable component of the restorative practices framework. Peer mediation programs equip students with valuable skills in communication, perspective-taking, and conflict resolution. These programs have been shown to improve school climate and reduce bullying, disciplinary referrals, and suspensions. The implementation of peer mediation programs requires planning, training, progress monitoring, and ongoing support to sustain implementation. These programs are most successful when they build upon a foundation of restorative practices.

Corwin will provide professional development to equip school leadership teams with the knowledge and skills necessary to effectively implement the multi-tiered restorative practices framework and peer mediation programs. The proposed model of implementation is designed as a train-the-trainer model for school leadership teams. Restorative practices implementation begins during the second year of Deep Equity professional development to ensure that participants have an awareness of the principles of culturally responsive teaching.

Restorative Practices & Peer Mediation Implementation Sequence

Phase 1: Establishing Restorative Practices (3-full day trainings)

- Overview of the 3-Tiered Restorative Practices Framework, including guiding principles, mind frames, relevant research, and tiered interventions
- Assist participants to align Restorative Practices with their school’s mission, values, and current multi-tiered systems, including shifting perceptions of discipline from punishment and exclusion to accountability and inclusion
- Explore the role of racial equity, trauma-informed practices, social-emotional learning, and positive behavioral interventions within restorative discipline
- Familiarize participants with the restorative process, including the facilitation of community-building circles, affective statements, restorative questions, restorative circles/conferences, and reset circles
- Equip participants with the knowledge, skills, and tools to implement restorative practices, including assessing readiness, navigating resistance, preparation (pre-conference), facilitation, follow-up, and documentation

- Build participants' capacity to be culturally competent Restorative Practices facilitators, including recognizing bias, acknowledging power and privilege, building trust, and fostering culturally-responsive interventions
- Develop action plans to implement restorative discipline (emphasis on Tier 1), including messaging to stakeholders, resource allocation, timeframes, achievable milestones, and progress monitoring

Phase 2: Expanding Restorative Practices & Building a Peer Mediation Program (3-full day trainings)

- Review restorative discipline action plans to address successes, needs, and growth areas
- Build participants' capacity to implement and/or strengthen Tier 2 restorative circles/conferences and Tier 3 reset circles
- Identify interventions and supports for Tier 3 students to enhance reset circles
- Review and strengthen data collection and management to assess impact
- Overview of the peer mediation process and the resources needed for implementation, including messaging to stakeholders, identifying the types of problems that can be mediated, selecting mediators, scheduling, staffing, and monitoring outcomes
- Establish school-based teams or advisors to support peer mediation programs
- Determine site-specific tools for training peer mediators in conflict resolution, mediation, and restorative dialogue
- Develop action plans to implement peer mediation and restorative discipline (emphasis on Tier 2 & Tier 3)

Phase 3: Sustaining Restorative Practices & Peer Mediation (2-full day trainings)

- Invite schools to share achievements and facilitate collaborative problem-solving to address challenges
- Assess fidelity of the implementation of the Restorative Practices Framework and peer mediation
- Evaluate the impact of Restorative Practices and peer mediation on student discipline and suspension data as well as measurements of school climate/culture
- Ensure that structures are in place to sustain the ongoing implementation of restorative discipline, such as school-based teams, data management, staff development, policies and procedures

Alternative & Additional Support

Corwin recommends the phased approach above for the implementation of restorative justice practices. However, alternative models for implementation can be tailored to fit the specific needs of Kyrene Elementary School District No. 28. For example, some school districts prefer that peer mediation trainings (Phase 2) are provided to student mediators from each school. Additional support for implementation can be provided monthly through leadership team coaching via videoconferencing.

Intergenerational Equity Teams: Youth Equity Stewardship Series

Designed to complement and maximize the School Leadership series, the Youth Equity Stewardship (YES) series is rooted in arts-based methods that aim to bring the youth perspective, vision, creativity and passion to the forefront of policy and progress for a 21st century school system. Knowing that democratic citizenship and active engagement in one's own educational experience are essential skills for today's youth, this series amplifies student voice and supports young people in understanding their personal journey and social accountability through a critical social justice lens that creates a living example of commitment to diversity, equity and inclusion. Corwin will provide developmentally appropriate training for elementary and middle school students. The Youth Equity Stewardship Series has proven effective and influential as a sustainable creative facilitation process for youth to enthusiastically engage in their learning and advocate for culturally-responsive learning environments. The conceptual framework of the YES workshops, described below, is synchronized with the same phases of growth, engagement, and conversation reflected in the School Leadership Series.

The Youth Equity Stewardship Series

Phase 1: Personal Culture/ Personal Journey

At the end of this session students have come away with new informed relationships with people they have not historically spent time with. They have an empowered sense of their own story, how their story is a part of their leadership, and what specific leadership styles they contribute. They have gained diversity awareness and a sense of empathy through other peoples' stories. They have tools they can apply to other groups for building community, and creating safe and respectful dialogue spaces.

Phase 2: Social Dominance to Social Justice

At the end of this session, students have come away with practical tools to identify and name socially dominant behavior and oppression when it shows up in their relationships and in society. They have an awareness of how people experience oppression differently based on their race, religion, language, ability, sexual orientation etc. They have a foundation of knowledge to begin growing their leadership as change agents in their community.

Phase 3: Creative Expression/ Creative Resistance

At the end of this session students have an invigorated sense of their creative and leadership potential. They have practiced their leadership, and they have practical creative tools to employ as leaders moving forward.

Phase 4: Leadership in Action

At the end of this session, students are prepared with the knowledge, understandings, skills, and relationships to be strong agents of change in their school, and neighborhood communities. They have the ability to lead small group dialogue, create safe and respectful spaces for young people to gather and talk about issues. They have the ability to stand up for other young people who are being bullied or oppressed. They know where to go to get help when they need it. They are capable of building multi-generational teams of teachers and students to support existing equity and reform efforts.

Phase 5: Open Source Dialogue

At the end of this session, students are prepared to facilitate open space dialogue. They have had an opportunity to lead and to support other leaders. They have had a democratic experience.

Each workshop is led by two highly qualified and engaging culturally responsive consultants, and involves the same 75-80 students and 15-20 adults meeting together over five days spread throughout the school year. The final workshop will culminate in a 2-hour performance and presentation by the youth leaders for their peers, teachers, administrators, parents, and community members.

Students that attend YES should be diverse and represent a variety of learning styles, races, genders, and sub-groups. Each student that attends the YES workshops will receive the YES workbook, which includes: small group discussion guides, activity guidelines, reflection prompts, and an overview of the YES curriculum.

Upon the conclusion of the five YES workshops, each school site will receive a *Youth Voices Video and Video Guidebook*, intended to support the youth leaders and their teachers through an ongoing series of development and growth exercises and enable the youth leaders who attended the training to become Equity Mentors to peers and younger students. The videos and video guidebook feature: youth dialogue, perspective and reflection examples; interactive activities, facilitator guidelines and instructions, and pre- and post- viewing questions.

As a result of attending YES, students will have the skills training and empowerment necessary to help recognize educational disparities and become active contributors to bottom-up school improvement efforts.

YES Year 2 Implementation

In the second year of the YES program, students will have the skills, training, and empowerment necessary to help recognize educational disparities and become active contributors to bottom-up school improvement efforts. Through 3 days of Student Facilitator Training over the course of the school year, participants from YES Year 1 will be trained to facilitate professional development for their schools, collaborate with adults on School Leadership Teams to create

intergenerational equity teams, recognize how to stop bullying driven by inequity, and how to positively impact their community's understanding and acceptance of all their citizens.

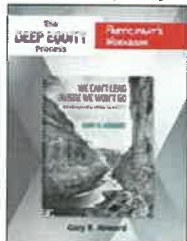
YES Certification

To build capacity to sustain and support long-term student engagement and empowerment with the YES model, student leaders and adults who have undergone the 5-day YES Year 1 workshops and 3-day YES Year 2 Student Facilitator Training workshops can become certified in-district YES trainers through a 2-day YES certification event in Year 3. Students and adults will receive intensive training, coaching, and opportunities to practice facilitation skills and engagement strategies in small groups. Upon completion of the training, in-district certified YES trainers will be able to lead new cohorts of students and adults through the 5-day YES workshop series. YES certification is recommended for students and educators in Grades 9-12. A copy of *Youth Equity Stewardship: A Guide for Facilitators* and a copy of *Youth Equity Stewardship Participant Workbook* will be required resources for each participant of the YES certification event. YES certifications are valid for up to 2 years.

Professional Learning Curriculum

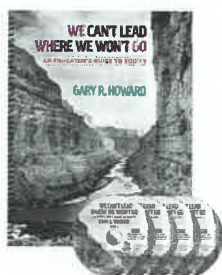
Required Resources

Deep Equity Process: Participant Workbook



The *Deep Equity Process: Participant Workbook* will be utilized during the School Leadership Team training and the training delivered by School Leadership Team members to their peers at each school site. The *Deep Equity Process: Participant Workbook* is required for each School Leadership Team member during facilitator training throughout the Deep Equity School Leadership Series. In addition, each participant of professional learning facilitated by School Leadership Team members at each school site will require a copy of the *Deep Equity Process: Participant Workbook*.

We Can't Lead Where We Won't Go



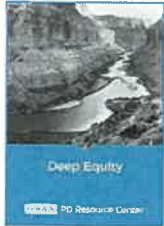
A copy of *We Can't Lead Where We Won't Go* by Gary Howard is required for each school site. *We Can't Lead Where We Won't Go* serves as the facilitator's manual for School Leadership Teams leading professional learning around equity, diversity, inclusion, and culturally responsive teaching practices.

This manual includes:

- Activities for educators to examine both their overt and hidden attitudes toward race, class, gender, sexual identity, and other dimensions of difference

- Prompts for interacting with a companion set of insightful videos hosted by Howard
- Techniques for peer observation that foster self-sustaining growth for every teacher
- Seven Principles For Culturally Responsive Teaching that can be applied in any school
- 4 DVDs with over 9 hours of video footage of Gary Howard introducing and facilitating the program

Additional Recommended Resources

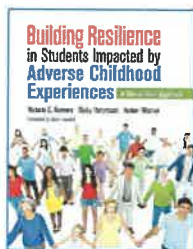


Deep Equity PD Resource Center

The Deep Equity PD Resource Center provides facilitators and educators with all the materials needed to begin conversations around systemic equity reform and culturally responsive teaching. Facilitators can use the resources to lead participants through the 5 phases of the Deep Equity program developed by Gary Howard. Educators will have 24/7 access to multimedia and PDF resources, providing unparalleled flexibility for when and how they engage with the concepts and practices of Deep Equity.

The Deep Equity PD Resource Center includes:

- 5 modules (one for each phase of the Deep Equity program) that provide hours of focused study and job-embedded application
- A detailed Facilitator's Guide with step-by-step instructions for each module
- Carefully paced sessions with 7 hours of video, handouts, and lesson starters
- Opportunities for teachers to practice what they've learned in their classrooms and reflect with their colleagues



Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole-Staff Approach

By Victoria E. Romero, Ricky Robertson, Amber Warner

This workbook-style resource shows K-12 educators how to make a whole-school change, where strategies are integrated from curb to classroom. Readers will learn how to integrate trauma-informed strategies into daily instructional practice through expanded focus on:

- The different experiences and unique challenges of students impacted by ACEs in urban, suburban, and rural schools, including suicidal tendencies, cyberbullying, and drugs
- Behavior as a form of communication and how to explicitly teach new behaviors
- How to mitigate trauma and build innate resiliency through a read, reflect, and respond model

Culturally Responsive Teaching eCourse, K-5 & 6-12

This interactive eCourse will expertly guide you to identify and incorporate research-based practices that build student-teacher rapport for maximum motivation and learning. Mobile-friendly videos, eBook readings, and reflective activities will enable you to: Master culturally responsive teaching principles like cultural connectivity, differentiated instruction, caring and firm classroom management, and more Identify and affirm your own and your students' cultural connections and learning styles Integrate effective differentiation strategies, student groupings, and engagement techniques for struggling learners and students of color Create a short-term and long-term classroom management plan.

Additional Professional Learning Options

Deep Equity Leadership Coaching

Deep Equity Leadership Coaching will assist the district and School Leadership Teams in designing and implementing equity and inclusion initiatives tied to the organizational goals and the Deep Equity process. Through the coaching process, your Deep Equity Leadership Coach will:

- Review equity-related policies and processes and assess potential structural barriers and impediments to an inclusive learning environment
- Conduct school equity audits and focus groups to assess and support strategic equity and inclusion outcomes
- Provide anonymous audio interviews of students to help adults better understand student perceptions of their learning environment
- Support School Leadership Teams in implementing the Deep Equity PD process

In-School Support for School Leadership Teams

Customized implementation visits designed to support the School Leadership Teams in their implementation of culturally responsive teaching practices throughout their school. Each customized, job-embedded, flexible visit provides specific, focused, and individual attention to the priorities and needs of the school. These visits also provide differentiated professional development that blends all initiatives together so they will be successful as a whole.

Learning Intentions:

- Individualized support for School Leadership Team members and teacher leaders
- Facilitation, planning, monitoring, and feedback for implementation of culturally responsive teaching practices through the school building
- Additional leadership training for the School Leadership Teams

Video Documentation of the Work

Full video and audio documentation of the School Leadership Series and/or Youth Equity Stewardship (YES!) implementation throughout one or more phases of implementation. A powerful tool to share with community members, parents, neighboring districts, and other stakeholders as a visual medium of the school or district's commitment to impacting change and creating a culturally competent environment.

School Board Awareness and Training

The School Board Awareness and Training Session is intended to provide an overview of the Deep Equity process, demonstrate the personal growth dimensions of the work, and explore the Board's role in leading for equity.

Cultural Competence PD for Support Staff

This workshop will use imagery and stories to invite school support staff to courageously consider how they can best transform their schools and work places for the purpose of meeting the diverse and complex needs of all employees and students. The workshop will explore the challenges of learning to be culturally competent and how we can create the kinds of relationships that will facilitate positive work environments for each of us. Through the workshop you will learn six key ways that we as educators, parents, employees, and community leaders can support both our students and our colleagues in their growth and development related to educational equity and closing the achievement gap. The workshop will encourage us to re-affirm our commitment to "the four chambered heart of public education" that inspires a much deeper accountability than that which is driving much of the political agenda related to education today.

Large Group Keynotes

The Deep Equity consultants are available for a wide range of large group keynotes, including the topics listed below as well as many others:

- Strengthening Educator Buy-in: How to Work Through Resistance
- Sharing Successes and Challenges: Facilitated Reflection on Implementation
- Integrating Initiatives: Aligning the Work to the District Vision
- Engaging Social Dominance/Social Justice: Deeply Exploring Underlying Issues

Program Evaluation

The *Deep Equity* program evaluation component is designed to systemically track professional growth and student outcome data related to the implementation of the School Leadership and Youth Equity Stewardship Series. The program evaluation will underscore the implementation process through assessing local needs, developing school plans, and ensuring access to and

interpretation of consistent data related to the program roll out. The evaluation will focus on several data points, including: changes in participants' awareness and understanding of cultural competence; the fidelity with which School Leadership activities are implemented; and changes in participating schools' pre- and post- measures with respect to teacher perception of the implementation efforts to close the gap, the student connectedness gap, the achievement gap, and the disruptive behavior suspension gap. Program evaluation can be provided at multiple levels based on the needs of the district and is rooted in the 5 level model for effective evaluation of professional development (Guskey, 2000). The Program Evaluation Standards are adhered to during the evaluation process and development of reporting and products.

Through the implementation process, Kyrene Elementary School District No. 28 will receive several interim evaluation reports that lead to a comprehensive culminating report that provides recommendations for specific role group to support the planning and decision making process in the ongoing implementation of cultural competence and culturally responsive teaching.

The degree to which Kyrene Elementary School District No. 28 requires support for the evaluation component will vary depending on the internal capacity of the district to provide, access, and/or analyze their own data, but a general outline of the evaluation tasks associated with the program can be found below.

Initial Consultation

- Review district and state website to review reports and data
- Conference call with the district to discuss findings, outline objectives, ascertain additional sources of data (discipline, climate, enrollment, achievement), and review district documents (strategic plan, mission, vision, equity reports)
- Develop evaluation plan (timeline, methods, deliverables)
- Identify and assess existing data provided and summarize areas of strength/challenge based on data for evaluation focus
- Develop logic model

Evaluation Phase I (Workshop Outcomes)

- Descriptive, t-test and open-ended content analysis of pre- and retrospective workshop surveys
- Data entry and analysis of implementation check-list data
- Full synthesis of survey findings and implementation data and writing up of evaluation report including recommendations

Evaluation Phase II and III (Systemic Equity Outcomes)

- School and classroom observations
- Staff interviews and student focus groups

- Ongoing team implementation checks
- District outcome measure analysis pre- and post- implementation
- Full synthesis of survey findings and implementation data and writing up of evaluation report including recommendations

Youth Equity Stewardship Program Evaluation

As the Youth Equity Stewardship Series progresses, Kyrene Elementary School District No. 28 will receive the following comprehensive evaluation reports that feature both qualitative and quantitative data to support program evaluation:

- 1) At the conclusion of the Personal Culture/Personal Journey workshop: Session Evaluation and Reflection document
- 2) At the conclusion of the Social Dominance to Social Justice workshop: Session Evaluation and Reflection document
- 3) At the conclusion of the Creative Expression/Creative Resistance workshop: Session Evaluation and Reflection document
- 4) At the conclusion of the Leadership in Action workshop: Session Evaluation and Reflection document
- 5) At the conclusion of the Open Space Dialogue workshop: Session Evaluation and Reflection document

In addition, Kyrene Elementary School District No. 28 may elect to receive a compiled, comprehensive report that includes interviews and testimonials from students and staff, survey responses around engagement, school climate, cultural competence and knowledge acquisition about the content and applicability.

Sample program evaluation reports are available upon request.

Full-Service Program Evaluation Options for Deep Equity Training

What is Being Measured?				Methods		Deliverables		Evaluation		
								Evaluation Phase I (Workshop Outcomes)	Evaluation Phase II (Systemic Outcomes Year One)	Evaluation Phase III (Systemic Outcomes Year Two)
						Time Allocation (in # of Days)				
Level 1	Participant Perceptions: Initial satisfaction and value of training	Survey of participants and students post trainings	➤ Days 1-2 report ➤ Days 3-4 report (summary of 4 days and recommendations) ➤ Student report (Years 1 and 2)	8						
Level 2	Participant Learning: New knowledge gained									
Level 3	Participants' use of new knowledge and skills: Degree and quality of implementation	Survey of staff/ implementation checks, interview with sample of participants *Observations and focus groups	➤ Report on findings of degree and quality of implementation (Year 2)	7	7	(^3 if including analysis of current gaps)	7	(^3 if including analysis of current gaps)		
Level 4	Organization support and change: Districts support, accommodation, facilitation of PD	district documents content analysis, surveys, *Interviews with district and school administrators	Report on findings of organizational support and change (^and current gaps in achievement based on data availability) (between Year 2-3)							
Level 5	School and Student Outcomes: Changes in school climate and gaps in academic and non-academic outcomes	Data analysis of pre and post outcomes of climate and gaps (based on data availability) *additional data collection can include observational and student/staff focus groups	➤ Report on changes in outcomes with recommendations for sustainability (End of Year 3)						4	
TOTAL				8	7 (^10)		11 (^114)			
*may need adjustment based on size and travel requirements										

*may need adjustment based on size and travel requirements



Formative Program Evaluation Data Platform

Formative Program Evaluation Data Platform

Corwin is pleased to support Kyrene Elementary School District No. 28's professional learning by collecting and synthesizing data from the Deep Equity facilitator training and school site data through a program evaluation data collection and analysis platform provided through KickUp. The platform will enable Kyrene Elementary School District No. 28 to document changes in practice as a result of teacher experience with Deep Equity. The Corwin team will use this data to assess and improve the impact of its professional learning, and to ensure support is leading towards a set of common, tangible outcomes. By collecting data in one place, Kyrene Elementary School District No. 28 will be able to continue to perform longitudinal analysis in a central data hub, from which Kyrene Elementary School District No. 28 can customize reports to be shared internally and externally.

Kyrene Elementary School District No. 28 will receive unlimited administrator access to a customized data dashboard, which houses all of their data and reports. The dashboard makes tasks like monitoring ongoing data collection, identifying trends, personalizing PL by user interests and learning styles, organizing open ended responses, and sharing out reports easy so that users have the tools they need to make data-driven decisions.

The platform's data analysis tools make it easy to visualize information that drives internal decision making, but it can also be a useful way to make external communications transparent. The Corwin team can assist Kyrene Elementary School District No. 28 in thinking about how to best use the data dashboard to tell a compelling story, including setting up anonymized data views that allow Kyrene Elementary School District No. 28 to share more broadly without compromising privacy.

The data dashboard's standard functionality includes:

Centralized data repository: All survey instruments will feed into the dashboard, making it easy to triangulate multiple data sources to find high-level takeaways and prove longitudinal growth. Instead of considering many one-off surveys, administrators can build custom reports that aggregate feedback across stakeholders and time.

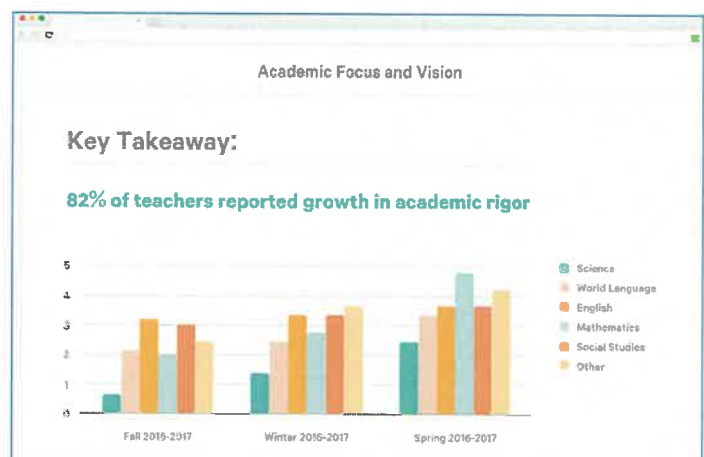
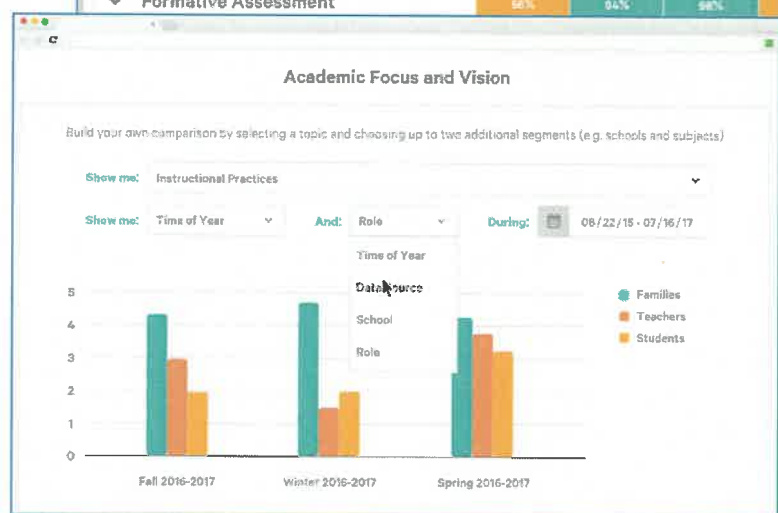
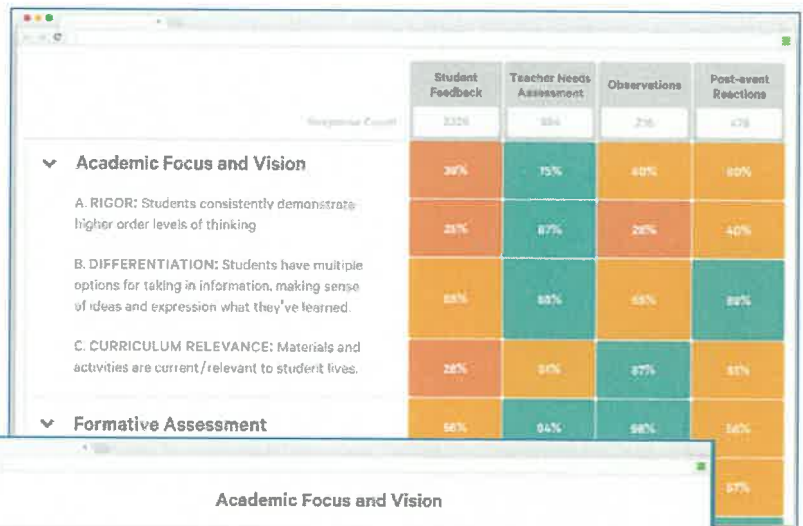
Dynamic and responsive data analysis tools: The dashboard updates in real-time as responses are received, allowing Kyrene Elementary School District No. 28 to keep a pulse on your initiatives. View data at a high level to find trends or filter by attributes such as school or grade level to do a deeper analysis.

Longitudinal analysis: Gather and compare data across multiple points of time to identify evidence of growth.

Elegant data visualizations: 8+ modules allow you to visualize and filter your data in multiple ways.

Open-ended response management: View and organize open-ended responses thematically. Tagging makes it easy to identify and quantify a recurring piece of feedback.

Participant-specific history pages: View individual participant history pages that track participant responses and show growth over time.





Filtered and shareable report views: Share data with other users using custom links that anonymize data or restrict to filtered views

A live demonstration of the data platform is available upon request.

Tab 3. Experience and Expertise

The following key personnel and biographies highlight certifications, accomplishments and years providing services. Our Equity team consists of more than 20 consultants. The following consultants have been picked to show the depth and breadth of the team we have to offer.

Developer of the Deep Equity Model



Over the past four decades, **Gary Howard** has been supporting individuals and organizations in their efforts to achieve greater equity and social justice in their professional practices and systemic outcomes. Whether it is through keynote speeches, workshops, leadership institutes, online courses, or writing, his central guiding passion is to help create schools and communities that serve our children well and strengthen the foundation of pluralistic democracy.

For the past 15 years, Gary has been developing the next generation of his work with school districts, universities and independent schools throughout the nation. This is the work that goes beyond cultural awareness, beyond multicultural content, and beyond mere conversations about differences. This is the deeper work of personal, professional and systemic transformation for the purpose of achieving social justice and equity in our schools and our nation.

Gary completed his undergraduate studies in Cultural Anthropology and Social Psychology at Yale University and did graduate work in ethics and social justice at Yale Divinity School. He has served as an Adjunct Professor at both Western Washington University and Seattle University. He holds a Master's degree in education.

Gary has provided extensive training in cultural competence and culturally responsive practice to schools, universities, social service agencies, and businesses throughout the United States and Australia. He is the author of numerous articles on race, justice, and multicultural issues and has developed collections of curriculum materials that are being used internationally. His acclaimed book, *We Can't Teach What We Don't Know* (Second Edition, 2006), was published by Columbia University and is considered a groundbreaking work examining issues of privilege, power, and the role of White leaders and educators in a multicultural society.

A central focus of Gary Howard's current work is to lead equity leadership institutes based on the five phase *Deep Equity* framework. The purpose of this training is to

provide educational organizations with the internal capacity to deliver high quality professional



development for social justice and systemic change. Mr. Howard is frequently asked to deliver keynote addresses at regional and national conferences. In these presentations he draws on a wide range of experiences and travel exploring diversity and social justice issues with leaders from many cultures around the world. Mr. Howard's speeches employ rich imagery and stories drawn from his experiences in a multicultural/multiracial family and from his many years leading white water diversity workshops on the Colorado River in the Grand Canyon.

Certified Deep Equity Consultants



Cathy Lassiter, Ed.D. is an education consultant with over 30 years' experience as a public school teacher, principal, central office administrator and consultant. She supports large and small districts in the areas of leadership development, school culture, principal and teacher evaluation, collaboration, instruction, assessment and closing achievement gaps. Cathy is the author of *The Secrets and Simple Truths of High-Performing School Cultures* (2012) and *Everyday Courage for School Leaders* (2017). She was a contributing author and content editor for *Activate: A Leader's Guide to People, Practices and Processes* written with John Hattie and Brian McNulty. Additionally, Cathy was a primary author for the *Getting Ready for the Common Core State Standards* handbook

series, and she was the architect of several leadership development seminars that have been highly successful. Cathy is a high energy, passionate speaker who is in great demand both in the U.S. and in Canada. Cathy earned her doctorate in Educational Administration and Policy Studies from The George Washington University.



Wade Antonio Colwell is a rising national voice for uplifting communities through relations across generation and difference. He is a devoted ARTivist, engaging through the creative modalities of music and lyricism, playnote/keynote presentation, restorative group facilitation, and socially-inspiring media production. He is co-creator of New Wilderness Project's touring performance *Borderless* and co-architect of their Youth Equity Stewardship Series (YES). He is co-founder/MC of the group Funkamentalz, lead facilitator/consultant with Corwin (Deep Equity and Student

Aspirations) and Lead Educator of Restorative Practices with NYC-based Counseling in Schools. Wade entered the educational field as a bilingually-certified secondary-level teacher & became a founding poet laureate of TUSD's K-12 Raza Studies Department.



Trudy Arriaga, Ed.D served the Ventura Unified School District as superintendent for 14 years. She began her career as a bilingual paraeducator and enjoyed 40 years of service in education as a teacher, assistant principal, principal, director and university instructor at all levels. Trudy retired as superintendent in July 2015 and was honored by the naming of the VUSD District Office, The VUSD Trudy Tuttle Arriaga Education Service Center. She is currently on the Cal Lutheran University faculty as a Distinguished Educator in Residence in the Graduate School of Education. Trudy has focused her life work on the fundamental belief that the educational system has tremendous capability and responsibility to open doors for all students. Her leadership has focused on core values that ensure equity, access, and opportunity for every child and their family. It has been her privilege to ensure that the actions of the organization reflect the stated values of the organization. She has been privileged to not only lead a culturally proficient organization, but to live one. Trudy works with school districts throughout the United States to support them in their journey towards building culturally proficient organizations.



Willie Adams is a dedicated educator with an undying passion for equity in education. He received his Bachelor of Arts Degree in Film and Media Studies from the University of California, Irvine, in 1996 and his Masters of Arts in Multicultural Literature for Children and Young Adults from the University of San Francisco in 2008. He has taught History and Humanities in a variety of programs for underserved youth including the Aim High Program in San Francisco, CA, as well as the Heads Up and the Upward Bound programs in Oakland, CA. In 1997 he began working as Diversity Coordinator, in addition to teaching journalism and fourth grade at the Katherine Burke School in San Francisco, CA (1997-2000). From 2003-2018, Willie has worked at the Head-Royce School in Oakland, CA where he played a significant role in strengthening their diversity efforts. While serving as the middle school Dean of Student Life he was instrumental in helping to develop the middle school Life Skills curriculum. He also launched a digital songwriting and music appreciation course as part of the Fine Arts Department.

Willie is a former Vice President of POCIS (People of Color in Independent Schools) and the co-founder of the Vanguard Alliance; an educational trusts actively engaged in narrowing the achievement gap between public and private institutions.

In addition to his work in education, Willie has been a professional DJ since 1991. He is also a vocalist, musicologist, and film enthusiast.



Benjie Howard is the co-founder and executive director of New Wilderness Project, a musical performance group and an arts-based education program focusing on developing youth leadership for equity and social justice. He is the co-architect of the Youth Equity Stewardship Series (YES) and a Deep Equity consultant with Corwin. He is a touring singer-songwriter with 4 albums, including his collaborative 2015 release, *BORDERLESS*, with Wade Antonio Colwell. Benjie is a river guide and wilderness educator on the Colorado River in Grand Canyon, where he has been designing and leading educational expeditions for teachers, leaders, and youth since 1995.



Ricky Robertson has had the privilege to work with students from pre-K to 12th grade who have persevered in the face of adversity and trauma. As a consultant and coach, he assists schools in developing trauma-informed systems of support and Restorative Practices that foster resilience and success for staff and students. He is the co-author of the recently published book, *Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole-Staff Approach* (Corwin, 2018).

Ricky has guided K-12 traditional and alternative schools in developing multi-tiered Restorative Practices that improve school culture and reduce disciplinary issues. In his workshops, Ricky assists schools in developing the practices and programs (i.e., peer mediation) that will support and sustain systemic transformation. This work incorporates culturally-responsive trauma-informed practices and social-emotional supports within the Restorative Process to address the holistic needs of staff and students. Through ongoing coaching and support, Ricky helps school leaders navigate the challenges that sometimes arise as schools adopt a relationship-centered approach to discipline. As a result, educators deepen their understanding and experience of Restorative Practices and are equipped to effectively implement them in their schools.

References

The following form highlights successful Corwin Deep Equity implementations of similar services completed in the past 5 years:

Auburn School District	
Point of Contact:	Heidi Harris, Assistant Superintendent
Address:	915 4th Street NE, Auburn, WA 98002
Phone #:	253-931-4950
E-Mail:	hharris@auburn.wednet.edu

Chandler Unified School District	
Point of Contact:	Dr. Wendy Nance, Executive Director of Instruction and Professional Development
Address:	1525 West Frye Road, Chandler, AZ 85224
Phone #:	480-224-3716
E-Mail:	nance.wendy@cusd80.com

West Des Moines Community Schools	
Point of Contact:	Dr. Lisa Remy, Learning Resource Center, Superintendent
Address:	3550 Mills Civic Parkway, West Des Moines, IA 50265
Phone #:	515-633-5111
E-Mail:	remyl@wdmcs.org

Vendor Experience Profile

Advantages of the Deep Equity Process

The Deep Equity process is uniquely designed as both an intensive system-wide model for equity transformation and a focused process that builds capacity for cultural competence and culturally responsive teaching at the building level. The following analysis of services identifies the ways in which the Deep Equity process meets the needs outlined by the Kyrene Elementary School District No. 28.

A Robust and Evidence-Based Process

The Every Student Succeeds Act (ESSA) requires school districts that receive federal funds to utilize “evidence-based” approaches that have demonstrated statistically significant positive effects on student outcomes. The Deep Equity process provides proven practices for creating and sustaining a systemic approach to equity work.

Clients typically experience positive changes in the tone and depth of adult conversations immediately, followed by measurable improvements across a number of key academic and non-academic indicators starting in Year 1 through Year 3 and onward.

Observable and measureable outcomes include:

Level 1: Shift in the tone and depth of adult conversations

- More trust/more honesty
- Take on difficult topics
- Clearer leadership focus on equity

Level 2: Improvement in the climate of inclusion for students

- Increased belongingness/connectedness
- Reduced incidents of bullying and harassment
- More positive student-adult relationships
- Students empowered to speak their truth

Level 3: Broad implementation of Culturally Responsive practices

- The 7 Principles of CRT are embedded
- Critical thinking about complex socio-political topics
- Support staff engaged in cultural competence work
- “Leading for Equity” guides all decisions

Level 4: Significant reduction in educational disparities

- Discipline and Special Education referrals
- Achievement levels
- Access to higher level courses
- Graduation and college attendance rates

A Focus on Data, With Built-In Assessment Tools

Participants will examine the current pedagogical and leadership practices in the district and identify evidenced-based alternatives through the Culturally Responsive Leadership series recommended in Year 1 below. Assessment tools are built into the 5 Phases of Deep Equity.

Examples include:

- The Tone and Trust Assessment in Phase 1
- The Stages of Personal Growth toward Cultural Competence Analysis in Phase 2
- The Privilege and Power Assessment Conversation in Phase 3
- The School Outcomes Assessment in Phase 4
- The Stages of Organizational Growth Assessment in Phase 5

Clients may request extra on-site consulting days to do focus groups of diverse employee, student, and parent groups.

A Train the Trainer Model with Continued Supports During Implementation

The Deep Equity process is a multi-year facilitator “train-the-trainer” model designed to create School Leadership Teams that help develop strategies and implement professional development activities that maximize instruction and student achievement and improve the climate and culture of classrooms at each school site.

A Well-Defined and Strategically Aligned Professional Development Plan

Many traditional approaches focus on delivering knowledge in a one-size-fits-all workshop, regardless of the district’s unique needs or participants’ readiness to learn. The Deep Equity process was designed with a deep understanding of the complexities of human relations, organizational change, and adult learning. While some PD providers jump straight to instructional strategies, the Deep Equity model acknowledges the need to change the culture and climate across an organization in order to achieve long-term, sustainable change that addresses the root causes of educational inequities. Phase 1 of the 5 Phases of Deep Equity focuses on creating the right tone and necessary level of trust for participants to engage successfully with the training.

Addresses the Constructs of Race, Culture, Diversity, Inclusion and Equitable Access in Schools and School Districts

The Deep Equity process focuses on a three-stage model for understanding and assessing the movement of organizational culture toward greater inclusion, equity, and excellence.

The Deep Equity process takes an intersectional approach to dealing with the many lenses of difference that students, employees, and families bring to into our schools. The trainings offer an inclusive recognition that every student and employee represents multiple dimensions of diversity. Phase 3 focuses on issues of privilege, power, bias (both implicit and explicit), and the deeper causes of educational inequities related to race, culture, language, gender identity, sexual orientation, social class, special needs, and other dimensions of difference.

Increases Effective School and District Leadership, as Well as Academic Achievement, Motivation, and Academic Engagement of Students

The Deep Equity process builds the capacity of schools and districts seeking to reduce and eventually eliminate achievement gaps, disparities in graduation rates, and disproportional suspension, expulsion, and disciplinary referral rates. School Leadership Teams will be given a model research and evaluation design that demonstrates how the Deep Equity process leads to positive student outcomes related to school engagement, academic achievement, and reduction of discipline referrals.

Read the Jefferson County Public Schools, KY, case study in the “Evidence of Effectiveness” section below to see how the Deep Equity process raised academic proficiency levels, decreased disruptive behavior, and started meaningful conversations between staff to inspire real change for a large, urban district serving a diverse student population.

Focus on Culturally Responsive Pedagogy

Some equity models focus on building educators’ understanding of equity issues, without giving teachers specific methods to apply their learning to the classroom. The Deep Equity process not only supports systemic equity transformation at the district level, but also provides a special focus on instructional applications for classroom educators through the 7 Principles for Culturally Responsive Teaching. School Leadership Team members will receive intensive training and support to lead equity initiatives and professional development around culturally responsive teaching practices with colleagues at their school site.

The 7 Principles of Culturally Responsive Teaching are:

1. Students are affirmed in their cultural connections
2. Teachers are personally inviting
3. Classroom is physically and culturally inviting
4. Students are reinforced for academic development
5. Instructional changes are made to accommodate differences
6. Classroom is managed with firm, consistent, caring control
7. Interactions stress collectivity as well as individuality

The Principles serve as the connective tissue that allows teachers to make sense of their work and bring together all other classroom initiatives.

Focus on Long-Term Strategic Planning and Capacity Building

Because closing achievement and opportunity gaps is a long-term process, the Deep Equity model gives districts the tools to create a long-term plan for addressing inequities after the formal training is complete. The tools help districts develop the climate, protocols, common language, and common goal of embedding culturally responsive teaching practices into everyday classroom instruction.

Emphasis on Student Voice

Students have significant influence over the culture and climate of a school. The Youth Equity Stewardship (YES!) model brings students into the conversation in an age-appropriate way and supports intergenerational communication and collaboration. YES allows districts and schools to include students in the organizational change process and gather valuable perspectives on what is working and not working for students.

Evidence of Effectiveness

The Deep Equity process has a proven record of evidenced-based culturally responsive leadership, diversity & inclusion, and pedagogical strategies that lead to increases in effective school and district leadership; as well as academic achievement, motivation, and academic engagement of students. The following case study of Jefferson County Public Schools illustrates the effectiveness and impact of the Deep Equity process.

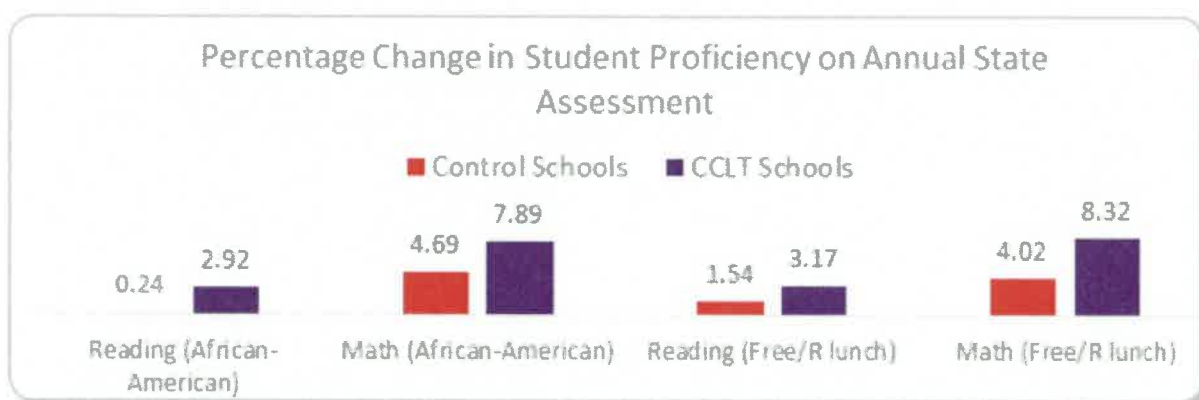
About Jefferson County Public Schools, KY

Jefferson County Public Schools (JCPS) is one of the largest, most diverse districts in the United States, serving 100,600 students from early childhood to 12th grade. Over 120 different languages are represented by the student body, 51% are students of color, 64% of students receive free/reduced lunch, and over 6,000 JCPS students are considered homeless.

To address racial and socio-economic gaps in student achievement and disciplinary outcomes, the JCPS department of Diversity, Equity & Poverty, partnered with Deep Equity creator Gary Howard on a district-wide initiative to promote cultural competency.

Summary of Case Study Results:

The results below are from a case study that compared student achievement between schools that engaged in Deep Equity (CCLT Schools) and those that did not (control schools).

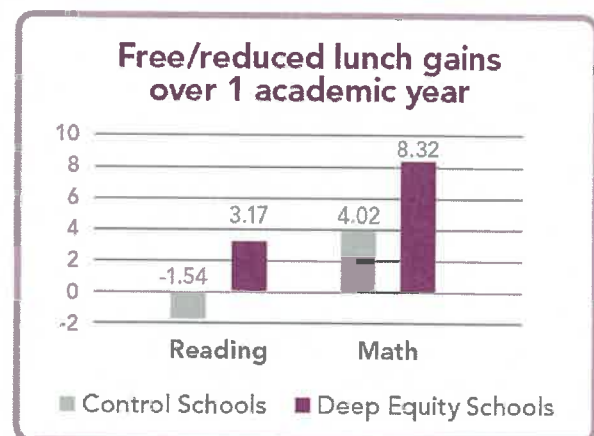
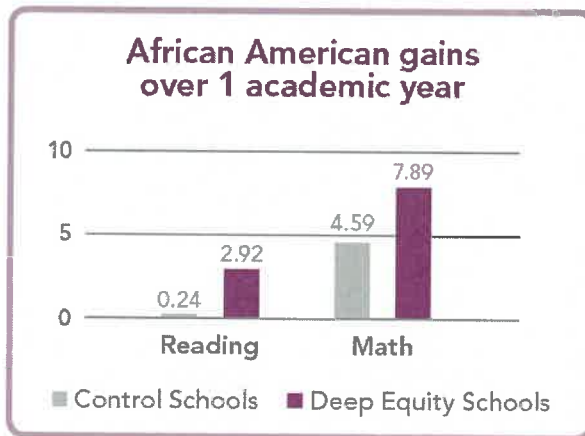


Qualitative results:

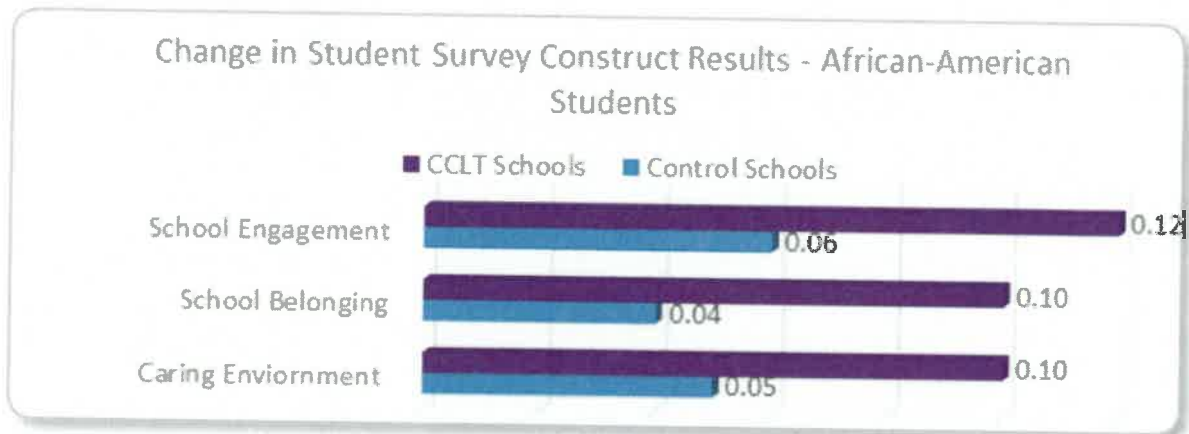
- significant increases in understanding of culturally responsive issues and practice
- strengthening of relationships among staff
- increases in honest discussions around sensitive topics
- development of authentic/effective relationships with students
- the classified staff (e.g., Instructional assistants, cafeteria and clerical staff, bus drivers) were engaged in PD and discussions they were typically left out of

- teachers took time to do action plan within classroom and revisit their action plan throughout the year to assess progress
- there was common language for all employees around cultural competence/equity issues and practices

Quantitative results:



- African-American students and students who receive free/reduced lunch experienced over 3x higher growth in reading on annual state assessment in participating Deep Equity schools than students in control schools
- Nearly 8% growth in student proficiency on annual state math assessment among African American students over 1 academic year
- Over 8% growth in student proficiency on annual state math assessment among students who receive free/reduced lunch
- Decrease in the percent of students receiving disciplinary referrals for disruptive behavior overall, and an even greater reduction in the percent of minority students and free/reduced lunch students receiving disruptive behavior referrals by 3.6% and 3.9% respectively.
- Student experience surveys showed greater gains in (a) caring environment, (b) school engagement, and (c) school belonging for minority students and students receiving free/reduced lunch than in control schools

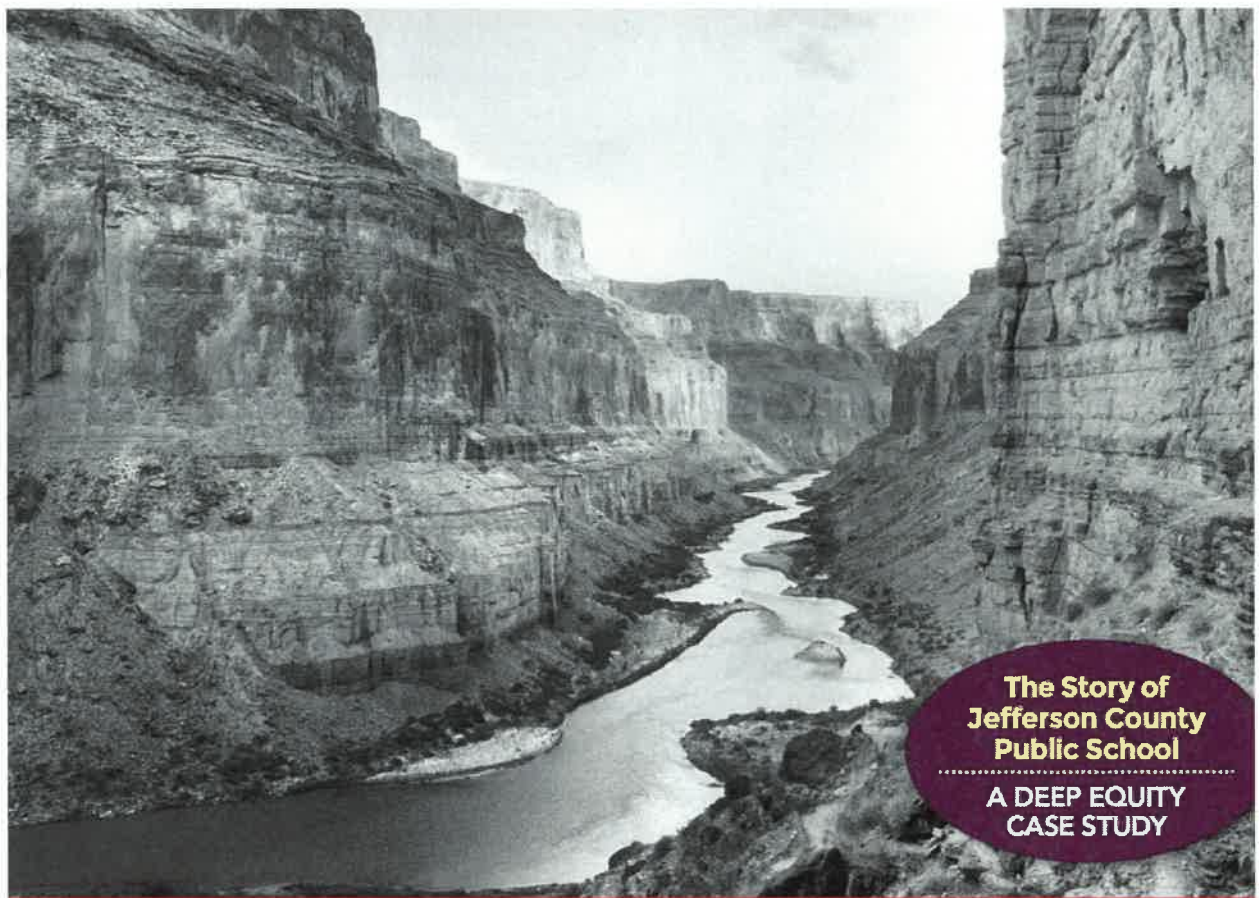


Read the full JCPS case study below to see how Deep Equity raised academic proficiency levels, decreased disruptive behavior, and started meaningful conversations between staff to inspire real change for their diverse population.

Developed by Gary Howard

DEEP EQUITY

Carving new pathways to personal, professional,
and organizational transformation



**The Story of
Jefferson County
Public School**

**A DEEP EQUITY
CASE STUDY**

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About Deep Equity



GARY R. HOWARD has more than 40 years of experience working with issues of civil rights, social justice, equity, education, and diversity, including 25 years as the Founder of the REACH Center for Multicultural Education. The central focus of Howard's current work is leading intensive Equity Leadership Institutes that provide educational organizations with the internal capacity to deliver high quality professional development for social justice and systemic change.

Carving a path for deep, systemic reform from the bottom up

Deep Equity is a systemic, long-term professional development process aimed at producing the deep transformations that are necessary to create equitable places of learning for all of our nation's children. This entire program is built around the Five Foundational Phases of Deep Equity:

- Phase 1: Tone and Trust
- Phase 2: Personal Culture and Personal Journey
- Phase 3: Social Dominance to Social Justice
- Phase 4: Classroom Implications and Applications
- Phase 5: Systemic Transformation/Planning for Change

For more information about Deep Equity, visit www.corwin.com/deep-equity, or contact a Corwin representative at (800) 831-6640.

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Deep Equity in Jefferson County Public Schools

The Context: About the School/District

Jefferson County Public Schools (JCPS) is one of the largest most diverse districts in the United States currently led by Superintendent Dr. Donna Hargens. JCPS is the 27th largest school system in U.S. located in Jefferson County, Louisville, KY and serves 100,600 students from early childhood to 12th grade. Reflecting local and national demographic changes, the JCPS student population continues to grow with respect to racial, linguistic and cultural diversity, and poverty. Over 120 different languages are represented by the student body, 51% are students of color, and 64% of students receive free/reduced lunch, and over 6,000 JCPS students are considered homeless. JCPS has a nationally recognized longstanding commitment to maintain diversity in their schools through a robust student assignment and transportation systems.

Demographics

- 6,400 teachers (84% of teachers have a master's degree; 22% are National Board Certified)
- 100,600 students
- 172 schools
- 124 languages spoken by JCPS students
- 64% of students are on free or reduced-price meal
- 13% Special Education Students
- 7% Limited English Proficient
- 46% White
- 37% African-American
- 9% Hispanic
- 8% Other Ethnicity

The Challenge

Similar to trends across the nation, the racial and socio-economic gaps in student achievement and disciplinary outcomes in JCPS were found to be persistent and troubling. Having a primarily White middle class teaching force and



8%
increase
in Student
Proficiency
on Annual State
Math Assessment
Among Students
Who Receive
Free/Reduced
Lunch

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increasing diversity and poverty reflected in the student population was identified as an important reality to be addressed. In a district-wide survey 70% of JCPS teachers reported that they needed more professional development to help address the achievement gap to teach students more effectively. Another JCPS staff survey indicated that prior to coming to JCPS, almost one in four had zero prior course work or training in cultural competence, and nearly half (49%) had between 0 – 1. There was a clear need to provide supports and services that will arm teachers with the knowledge and tools to teach all students effectively and in a culturally responsive manner. Understanding that the interpersonal and cultural context of learning powerfully impacts teaching and learning in every classroom and responding to the need expressed by people and in data, JCPS set ambitious goals in reshaping the district's culture through the systematic promotion and practice of cultural competence district-wide (*JCPS Vision 2015 strategic goal 3: strengthening organizational cultural, strategy 2: Enhancing cultural competency; JCPS Vision 2020, Excellence with Equity*).

The JCPS department of Diversity, Equity & Poverty, partnered with national expert Gary Howard and adopted an approach to promote cultural competency district-wide through the institute for cultural competence/Deep Equity. The primary goal of the cultural competence/Deep Equity institute was to strengthen the internal capacity of schools to deliver high-quality PD that is essential to true inclusion, equity, and excellence. The expected outcomes of this work was to train school teams to develop strategies and implement activities within their school that would increase their teachers' knowledge, awareness and skills to improve school and classroom climate and culture and to maximize instruction and learning within the social, academic and disciplinary practices.

Additionally, under the leadership of Dr. John Marshall, JCPS extended the reach of the cultural competence/Deep Equity work to ensure that 100% of JCPS staff – from the custodians and bus drivers to teachers to central office administrators received training on the core principles of cultural competence and Deep Equity.



"I had the privilege of learning from and working with Gary Howard for three years. The beauty of studying cultural competence is that everyone, regardless of age, race or role, had an entry point and everyone had valuable experiences to share. Those experiences shape our very being, helping us make meaning of the world for ourselves and our students. The sharing of those experiences helped foster a deep understanding and appreciation of others in my schools."

—Christel Todd-Lanier,
JCPS Assistant Principal

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Implementation

The cultural competence/Deep Equity institutes included a four-day training commitment by at least three school staff that constitutes the core cultural competence leadership team in each participating school. It was required that the teams included a principal or assistant principal to serve as to ensure administrator support of the cultural competence capacity building activities and professional development within their school. Each leadership team received the *Leadership Manual for Inclusion, Equity, and Excellence*, which served as the foundation for building the internal capacity and knowledge within each school. The manual provided the PD materials and guided a four-year implementation plan to support schools in creating a process that fit their school's culture and specific needs. Once the leadership teams completed the four-day institute, follow up sessions were provided to support the schools as they moved through each phase, specifically helping address challenges, analyze disaggregated data, and receive additional technical assistance with Gary Howard.

The institute sessions were organized around Five Phases of engagement, growth, and change: (1) Tone and Trust, (2) Personal Culture and Personal Journey (3) From Social Dominance to Social Justice, (4) Classroom and Job-Related Implications and Applications and , (5) Systemic Transformation and Planning for Change. A total of 41 JCPS schools (representing 45% of JCPS high schools, 56% of JCPS middle schools, 18% of JCPS elementary schools, and 10% of JCPS alternative schools) participated in the *Institute for Cultural Competence/Deep Equity* with Gary Howard.

Following the three year intensive leadership team cohort work, the cultural competence/Deep Equity video modules were rolled out across the entire district to approximately 15,000 employees. The modules along with a facilitator guide and participant workbook provided flexibility for schools to complete the training in a manner that suited their schedules. All school principals attended a training session on how to facilitate the training with their staff. While the video modules were the primary mechanism, the training incorporated many interactive exercises



**“As a staff
we continue to
focus on, and
have meaningful
conversations
regarding our
diverse
population.”**

—JCPS teacher

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to guide courageous group conversations as well as help schools devise individual and school specific action plans for the year. The participation workbooks also included guiding questions for each section, a glossary, and resources on various topics.

Successes

The cultural competence leadership team cohorts shared substantive successes including (1) significant increases in understanding of culturally responsive issues and practices, (2) strengthening of relationships among staff, (3) increases in honest discussions around sensitive topics, and (4) development of authentic/effective relationships with students. Importantly, some of the trained leaders that left cohort schools took the lead in their new school and continued participation, illustrating the district-wide capacity building.

Key successes of the district-wide video modules were (1) the Classified staff (e.g., instructional assistants, cafeteria and clerical staff, bus drivers) were engaged in PD and discussions as they were typically left out of, (2) teachers took time to do action plan within classroom and will revisit their action plan throughout the year to assess progress, and (3) there was common language for all employees around cultural competence/equity issues and practices.

Challenges

The four primary, and interrelated challenges that the cultural competence/Deep Equity leadership team cohorts faced include (1) finding the time to implement activities with the whole staff due to diminished time devoted in the school calendar for teacher professional development, (2) competing agendas and a myriad of initiatives that increase pressure and scatter efforts, (3) teacher resistance and belief that "this doesn't apply to me," and (4) the mobility of core team members within the school year. While these challenges relate to larger district system dynamics, Gary Howard was careful to address each particular challenge around implementation raised by participants between institute sessions through the evaluation feedback process.



“Working with the cultural competence team provided me with a deeper understanding of how to impact change to bring about more equitable learning experiences for my students. The work also gave me the skills and strategies I needed to better engage my peer teacher in critical dialogue necessary to move us towards collaborative, engaged, and hopeful improvements in our daily practice.”

—Petia Edison,
JCPS teacher

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With the implementation of the video modules, the primary challenges were (1) some principals did not facilitate the training and chose other people in their building to do so indicating low commitment by the school leadership to cultural competence and related (2) some facilitators simply played the video modules and did not implement the interactive group discussion activities and exercises.

Key Outcomes

Analyses of student outcomes were conducted on the cohort schools that met the criteria of high implementation teams compared with control schools that did not participate. While direct causality between outcomes and participation cannot be determined as there is no random assignment, the results revealed that these schools have made greater gains with student connectedness, discipline, and achievement.

Student Achievement — In the analysis of academic achievement and student perceptions, the cohort schools that met the criteria for full participation and active implementation were compared to similarly situated schools with respect to free/reduced lunch previous achievement as shown in the chart below.

Student Experiences — An analysis of the district's comprehensive student survey data revealed that the cohort schools experienced greater gains than the control group on the survey constructs related to their perceptions of (a) caring environment, (b) school engagement, and (c) school belonging for minority students and students receiving free/reduced lunch.



Participating schools experienced a decrease in the percent of students receiving disciplinary referrals for disruptive behavior overall, and an even greater reduction in the percent of minority students and free/reduced lunch students receiving disruptive behavior referrals by 3.6% and 3.9% respectively.

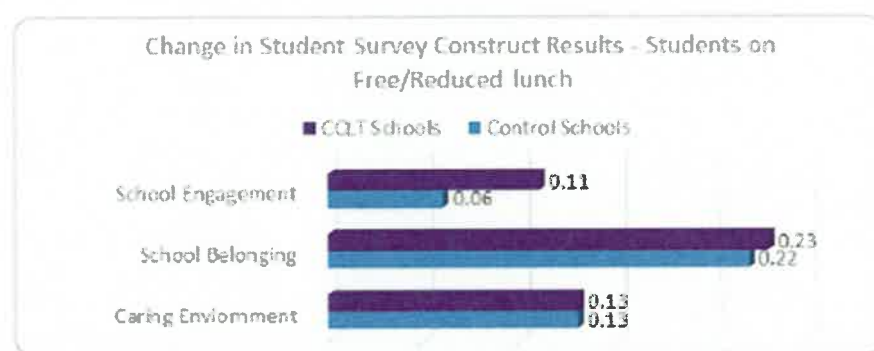
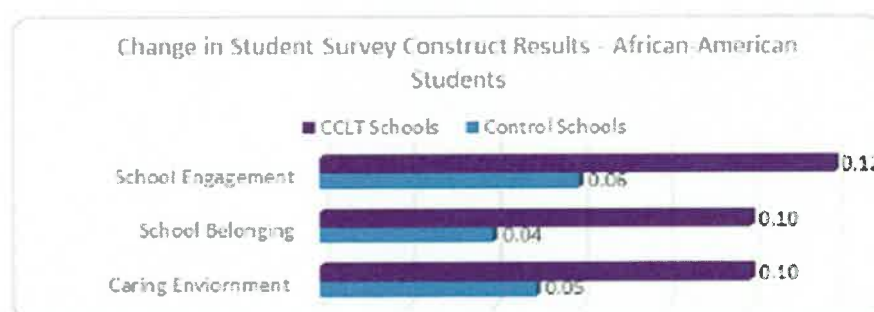
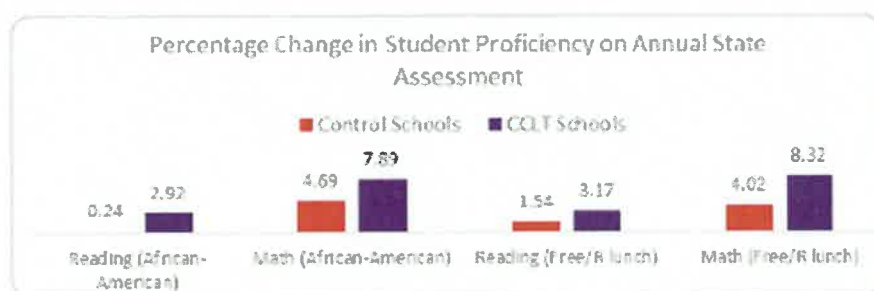
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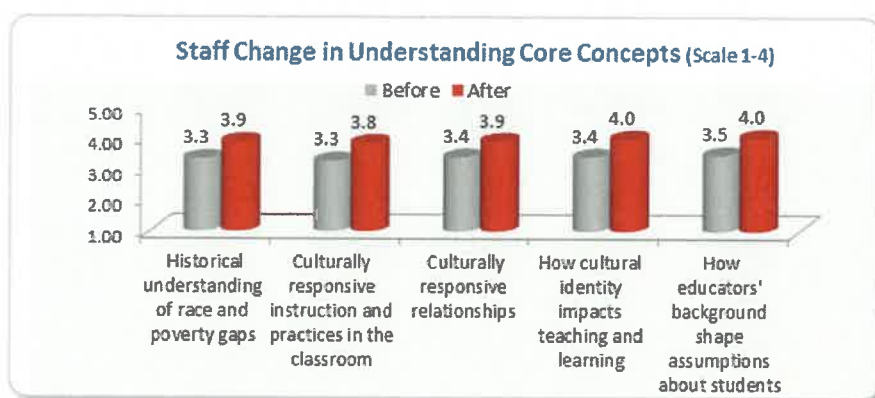
Deep Equity in Jefferson County Public Schools

The analysis showed that the participating cultural competence schools increased proficiency in math and reading for their African-American students, students on free/reduced lunch at a statistically significant higher rate than the control schools as shown below:



Deep Equity in Jefferson County Public Schools

Key outcomes from the video module training to 100% of JCPS school staff was an increased level of understanding of various facets of cultural competence both before and after their training. Survey data revealed significant gains in all areas, with the largest gains in “how cultural identity impacts teaching and learning” and “culturally responsive relationships.”



Next Steps

JCPS has made equity a core value in their new strategic plan (vision 2020) and through strong internal capacity of the Diversity, Equity & Poverty department continues to provide high quality professional development to support sustainability of cultural competence and ensure equity across the entire district. JCPS understands that implementation of cultural competence should not be a compartmentalized activity. It must permeate the entire system in order to have a lasting impact on equitable school environments, teaching, and student learning.



Tab 4/5. Implementation Plan and Proposal of Cost

The following charts define the cost/fees associated with Corwin’s solution for Kyrene Elementary School District No. 28.

The Deep Equity, YES, and Restorative Practices solution focus on foundational training and capacity building in Year 1 and Year 2. In Year 2, Corwin recommends building additional capacity for long-term support and sustainability by creating an in-district team of certified Deep Equity trainers through a Deep Equity certification event. Investment in creating an in-district team of certified trainers will result in cost savings in Years 3-5, as certified in-district trainers will be able to co-lead workshops with Corwin consultants and eventually take on sole responsibility for all training. Certifications are valid for 3 years.

In Years 2-5, Corwin recommends implementing a Restorative Practices Framework through school-based teams, which will complement the equity, diversity and inclusion work.

Corwin recommends implementing Youth Equity Stewardship (YES) concurrently with Deep Equity School Leadership Series training to build intergenerational equity teams that harness student voice for change. The pricing chart includes fees—including travel and expenses—for YES consultants as optional in Year 1. **Additional YES cohorts can be trained in Years 2-5 for the same price as Year 1.**

Number of groups can be adjusted based on final number of participants. All pricing includes travel and expenses for Corwin consultants. A reduced daily rate will apply for consultants who reside in the local Phoenix area.

Deep Equity, YES, Restorative Practices Solution - Year 1			
Category	Presenters	Description	Cost
Professional Development	Cathy Lassiter and Wade Antonio	Equity Leadership for Administrators Kick-Off Day Central office, principals, and School Leadership Team members from each school	240 attendees \$11,000
	Colwell	Required Resources: The Deep Equity Process: Participant Workbook Product Code: B39818P Retail Price each: \$25.00/pp	240 Attendees \$6,000

		We Can't Lead Where We Won't Go: An Educator's Guide to Equity		36 Schools
		Product Code: B52411P print version		\$10,764
		\$299.00/per school		\$27,764
Professional Development	2 members of Deep Equity consultant team	Deep Equity Two Day Workshop: Spring 2019		4 groups, 60 participants in each group
		Two consecutive days for each group, two days per group		<u>Week 1</u>
		Phase 1 - Tone and Trust		<u>Group 1</u>
		Phase 2 - Personal Culture and Personal Journey		Day 1 \$11,000
		Phase 4 - Classroom Implications and Applications		Day 2 \$9,000
Professional Development	2 members of Deep Equity consultant team	Required Resources:		<u>Group 2</u>
		<i>Deep Equity Process: Participant Workbook</i> , purchased previously.		Day 3 \$9,000
		<i>We Can't Lead Where We Won't Go: An Educator's Guide to Equity</i> purchased previously.		Day 4 \$9,000
				<u>Week 2</u>
				<u>Group 3</u>
Professional Development	2 members of Deep Equity consultant team	Deep Equity Two Day Workshop: Fall 2019		Day 1 \$11,000
		Two consecutive days for each group, two days per group		Day 2 \$9,000
		Phase 3 – From Dominance to Social Justice		<u>Group 4</u>
		Phase 4 - Classroom Implications and Applications		Day 3 \$9,000
		Phase 5 – Systemic Transformation and Planning for Change		Day 4 \$9,000
				<u>Week 1</u>
				<u>Group 1</u>
				Day 1 \$11,000
				Day 2 \$9,000
				<u>Group 2</u>
				Day 3 \$9,000

Required Resources: Day 4 \$9,000
Deep Equity Process: Participant Workbook purchased previously.

We Can't Lead Where We Won't Go: purchased previously.

Week 2
Group 3
 Day 1 \$11,000
 Day 2 \$9,000
Group 4
 Day 3 \$9,000
 Day 4 \$9,000

\$76,000

Total

\$179,764

Deep Equity, YES, Restorative Practices Solution - Year 1 Optional

Category	Presenters	Description	Cost
Youth			
Activities, Curriculum, Professional Development	2 members of YES consultant team	YES Kick Off for Leadership Borderless Performance <i>Includes all travel and expenses for both presenters.</i>	\$8,800
Youth			
Activities, Curriculum, Professional Development	2 members of YES consultant team	YES School Kick-Off: Day 1 with Students Personal Culture/Personal Journey <i>Includes all travel and expenses for both presenters.</i> 75-85 Student Leaders, 15-20 Adults Required Resource: YESS Workbook, \$15 (100 participants)	\$8,800 \$1,500
Youth			
Activities, Curriculum, Professional Development	2 members of YES consultant team	YES Day 2 Social Dominance to Social Justice 75-85 Student Leaders, 15-20 Adults	\$8,800

Professional Development				
Youth				
Activities, Curriculum, Professional Development	2 members of YES consultant team	YES Day 3 Creative Expression / Creative Resistance 75-85 Student Leaders, 15-20 Adults		\$8,800
Youth				
Activities, Curriculum, Professional Development	2 members of YES consultant team	YES Day 4 Community Awareness/Community Action 75-85 Student Leaders, 15-20 Adults		\$8,800
Youth				
Activities, Curriculum, Professional Development	2 members of YES consultant team	YES Day 5 Stewardship in Motion/Listen Up! Performance 75-85 Student Leaders, 15-20 Adults		\$8,800
Professional Learning Curriculum		Deep Equity Professional Development Resource Center Product Code: E42689K \$599.00/per school	36 schools	\$21,564
Professional Development		Deep Equity & YES Phase I Program Evaluation Off-site	\$4,500/day 5 days	
Professional Development		Formative Evaluation Data Collection and Analysis Platform Unlimited users per district	\$22,500 \$15,000 1 year subscription	

Please note:

- Investment above includes an estimate of Shipping Fees for books and resources and may vary based on rates that are applied at the time the order is shipped. A separate PO for books and resources will be requested and are required without a signed contract. Resources and books will be invoiced separately from professional development services. Books and resources will be shipped approximately 30 days prior to engagement; please notify Corwin with specific delivery requests. Expedited shipping will apply should the client request it.

- Copying and distribution of any handouts is the Client's responsibility.
- Consultant will hold above date(s) on his/her calendar for 30 days, at which time he/she may need to release the hold for another Client. Corwin recommends moving to contract within 30 days, if possible, so as to secure this date on his/her calendar.
- All payments indicated above are exclusive of all federal, state, local and foreign taxes, levies and assessments. The Client will be responsible for the payment of all such taxes, levies and assessments imposed by any taxing authority, and taxes will be included at the time of invoice; tax exempt form should be included with PO and signed contract, if applicable.
- This proposal for services is intended to be a working document and is subject to change based on client need

Deep Equity, YES, Restorative Practices Solution - Year 2

Category	Presenters	Description	Cost
Professional Development	Cathy Lassiter and Wade Antonio Colwell	<p>Year 2 Kick-Off: Winter 2020 One-day institute for cohorts 1-4</p> <p>Required Resources: <i>Deep Equity Process: Participant Workbook</i> purchased previously. <i>We Can't Lead Where We Won't Go: Professional Development Resource Center</i> purchased previously.</p>	240 participants \$11,000
Professional Development	Gary Howard	<p>In-District Team Deep Equity Certification 2-day event Selected participants from cohorts 1-4 who have completed 4 days of Deep Equity training (Recommend 12-15 participants)</p> <p>Required Resources: <i>Deep Equity Process: Participant Workbook</i> purchased previously. <i>We Can't Lead Where We Won't Go: Professional Development Resource Center</i> purchased previously. Facilitator PowerPoint slides (included in price) Certification manual (included in price)</p>	<p>\$2,500/participant</p> <p>Minimum 12 participants</p> <p>Certification valid for 3 years</p> <p>\$30,000 for 12 participants</p>
Professional Development	Ricky Robertson	<p>Restorative Practices Workshop Day 1 & 2 Phase 1: Spring 2020</p>	<p>2 groups, 120 in each group</p> <p>Group 1 Day 1 \$5,500 Day 2 \$4,500</p> <p>Group 2 Day 3 \$4,500 Day 4 \$4,500</p> <p>\$19,000</p>

Professional Development, Coaching	2 members of Deep Equity consultant team	Deep Equity One Day Workshop: Spring 2020	4 groups, 60 in each group
		Phases 3, 4, 5 continued + implementation support	<u>Week 1</u> Groups 1-2 Day 1 \$11,000 Day 2 \$9,000
		Required Resources: <i>Deep Equity Process: Participant Workbook purchased previously.</i> <i>We Can't Lead Where We Won't Go: Professional Development Resource Center purchased previously.</i>	<u>Week 2</u> Groups 3-4 Day 1 \$11,000 Day 2 \$9,000
Professional Development, Coaching	2 members of Deep Equity consultant team	Deep Equity One Day Workshop: Summer/Fall 2020	\$40,000 4 groups 60 in each group
		Phases 3, 4, 5 continued + implementation support	<u>Week 1</u> Groups 1-2 Day 1 \$11,000 Day 2 \$9,000
		Required Resources: <i>Deep Equity Process: Participant Workbook purchased previously.</i> <i>We Can't Lead Where We Won't Go: Professional Development Resource Center purchased previously.</i>	<u>Week 2</u> Groups 3-4 Day 1 \$11,000 Day 2 \$9,000
Professional Development	Ricky Robertson		\$40,000 2 groups, 120 in each group
		Restorative Practices Workshop Day 3	
		Phase I: Fall 2020	Day 1 \$5500 Day 2 \$4500
			\$10,000

Total

\$150,000

Deep Equity, YES, Restorative Practices Solution - Year 2 Optional

**Additional YES cohorts can be trained in Years 2-5 for the same price as Year 1*

Category	Presenters	Description	Cost
Professional Development		Deep Equity & YES Program Evaluation Off-site	\$4,500/day 3 days
Professional Development		Formative Evaluation Data Collection and Analysis Platform Unlimited users per district	\$13,500 \$15,000 1 year subscription

Please note:

- Investment above includes an estimate of Shipping Fees for books and resources and may vary based on rates that are applied at the time the order is shipped. A separate PO for books and resources will be requested and are required without a signed contract. Resources and books will be invoiced separately from professional development services. Books and resources will be shipped approximately 30 days prior to engagement; please notify Corwin with specific delivery requests. Expedited shipping will apply should the client request it.
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- This proposal for services is intended to be a working document and is subject to change based on client need

Deep Equity, YES, Restorative Practices Solution- Year 3

Category	Presenters	Description	Cost
Professional Development, Coaching	1 Deep Equity consultant and 1 in-district certified trainer	Deep Equity One Day Workshop: Spring 2021	4 groups 60 in each group
		Implementation support & coaching Required Resources: <i>Deep Equity Process: Participant Workbook</i> purchased previously. <i>We Can't Lead Where We Won't Go: Professional Development Resource</i> Center purchased previously.	Groups 1-2 Day 1 \$5,500 Day 2 \$4,500 Groups 3-4 Day 1 \$5,500 Day 2 \$4,500 \$20,000
Professional Development	Ricky Robertson	Restorative Practices Workshop Day 1 & 2 Phase II: Spring 2021	2 groups, 120 in each group Group 1 Day 1 \$5,500 Day 2 \$4,500 Group 2 Day 3 \$4,500 Day 4 \$4,500
		Deep Equity One Day Workshop: Fall 2021	4 groups 60 in each group \$19,000
Professional Development, Coaching	1 Deep Equity consultant and 1 in-district certified trainer	Implementation support & coaching Required Resources: <i>Deep Equity Process: Participant Workbook</i> purchased previously. <i>We Can't Lead Where We Won't Go: Professional Development Resource</i> Center purchased previously.	Groups 1-2 Day 1 \$5,500 Day 2 \$4,500 Groups 3-4 Day 1 \$5,500 Day 2 \$4,500 \$20,000

Professional Development	Ricky Robertson	Restorative Practices Workshop Day 3 Phase II: Fall 2021	2 groups, 120 in each group Day 1 \$5500 Day 2 \$4500
Total			\$10,000
			\$69,000

Deep Equity, YES, Restorative Practices Solution- Year 3 Optional			
Category	Presenters	Description	Cost
Professional Development		Deep Equity & YES Program Evaluation Off-site	\$4,500/day 3 days
Professional Development		Formative Evaluation Data Collection and Analysis Platform Unlimited users per district	\$13,500 \$15,000 1 year subscription

Please note:

- Investment above includes an estimate of Shipping Fees for books and resources and may vary based on rates that are applied at the time the order is shipped. A separate PO for books and resources will be requested and are required without a signed contract. Resources and books will be invoiced separately from professional development services. Books and resources will be shipped approximately 30 days prior to engagement; please notify Corwin with specific delivery requests. Expedited shipping will apply should the client request it.
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- This proposal for services is intended to be a working document and is subject to change based on client need

Deep Equity, YES, Restorative Practices Solution - Year 4

Category	Presenters	Description	Cost
Professional Development, Coaching	1 Deep Equity consultant and 1 in-district certified trainer	Deep Equity One Day Workshop: Spring 2022	4 groups 60 in each group
		Implementation support & coaching	Groups 1-2 Day 1 \$5,500 Day 2 \$4,500
		Required Resources: <i>Deep Equity Process: Participant Workbook</i> purchased previously. <i>We Can't Lead Where We Won't Go: Professional Development Resource</i> Center purchased previously.	Groups 3-4 Day 1 \$5,500 Day 2 \$4,500
Professional Development	Ricky Robertson	Restorative Practices Workshop Day 1 Phase III: Spring 2022	2 groups, 120 in each group Day 1 \$5500 Day 2 \$4500
		Deep Equity One Day Workshop: Fall 2022	\$10,000 4 groups 60 in each group
Professional Development, Coaching	1 Deep Equity consultant and 1 in-district certified trainer	Implementation support & coaching	Groups 1-2 Day 1 \$5,500 Day 2 \$4,500
		Required Resources: <i>Deep Equity Process: Participant Workbook</i> purchased previously. <i>We Can't Lead Where We Won't Go: Professional Development Resource</i> Center purchased previously.	Groups 3-4 Day 1 \$5,500 Day 2 \$4,500
Professional Development	Ricky Robertson	Restorative Practices Workshop Day 2 Phase III: Fall 2022	2 groups, 120 in each group Day 1 \$5500
			\$20,000

	Day 2 \$4500
	\$10,000
Total	\$60,000

Deep Equity, YES, Restorative Practices Solution- Year 4 (optional)

Category	Presenters	Description	Cost
Professional Development		Deep Equity & YES Program Evaluation Off-site	\$4,500/day 3 days
Professional Development		Formative Evaluation Data Collection and Analysis Platform Unlimited users per district	\$13,500 \$15,000 1 year subscription

Please note:

- Investment above includes an estimate of Shipping Fees for books and resources and may vary based on rates that are applied at the time the order is shipped. A separate PO for books and resources will be requested and are required without a signed contract. Resources and books will be invoiced separately from professional development services. Books and resources will be shipped approximately 30 days prior to engagement; please notify Corwin with specific delivery requests. Expedited shipping will apply should the client request it.
- Copying and distribution of any handouts is the Client's responsibility.
- Consultant will hold above date(s) on his/her calendar for 30 days, at which time he/she may need to release the hold for another Client. Corwin recommends moving to contract within 30 days, if possible, so as to secure this date on his/her calendar.
- All payments indicated above are exclusive of all federal, state, local and foreign taxes, levies and assessments. The Client will be responsible for the payment of all such taxes, levies and assessments imposed by any taxing authority, and taxes will be included at the time of invoice; tax exempt form should be included with PO and signed contract, if applicable.
- This proposal for services is intended to be a working document and is subject to change based on client need

Deep Equity, YES, Restorative Practices Solution- Year 5			
Category	Presenters	Description	Cost
Professional Development	Gary Howard	In-District Team Deep Equity Re-certification 2-day event	\$2,500/participant Minimum 12 participants
		Previously certified in-district facilitators whose certification is expiring, or new candidates who have completed 4 days of Deep Equity training (Minimum 12 participants / Maximum 40 participants)	
		Required Resources: Deep Equity Process: Participant Workbook purchased previously. We Can't Lead Where We Won't Go: Professional Development Resource Center purchased previously.	Certification valid for 3 years
		Facilitator PowerPoint slides (included in price) Certification manual (included in price)	\$30,000 for 12 participants
Total			\$30,000

Deep Equity, YES, Restorative Practices Solution- Year 5 (optional)			
Category	Presenters	Description	Cost
Professional Development, Coaching	1 Deep Equity consultant and 1 in-district certified trainer	Deep Equity One Day Workshop: Spring 2023	4 groups 60 in each group
		Implementation support & coaching	Groups 1-2 Day 1 \$5,500 Day 2 \$4,500
		Required Resources: Deep Equity Process: Participant Workbook purchased previously. We Can't Lead Where We Won't Go: Professional Development Resource Center purchased previously.	Groups 3-4 Day 1 \$5,500 Day 2 \$4,500
			\$20,000

Deep Equity One Day Workshop: Fall 2023		4 groups 60 in each group
Professional Development, Coaching	1 Deep Equity consultant and 1 in-district certified trainer	
	Implementation support & coaching	Groups 1-2 Day 1 \$5,500 Day 2 \$4,500
Professional Development	Required Resources: Deep Equity Process: Participant Workbook purchased previously. We Can't Lead Where We Won't Go: Professional Development Resource Center purchased previously.	Groups 3-4 Day 1 \$5,500 Day 2 \$4,500
	Deep Equity & YES Program Evaluation Off-site	\$20,000
Professional Development	Formative Evaluation Data Collection and Analysis Platform	\$4,500/day 3 days
	Unlimited users per district	\$13,500 \$15,000 1 year subscription

Please note:

- Investment above includes an estimate of Shipping Fees for books and resources and may vary based on rates that are applied at the time the order is shipped. A separate PO for books and resources will be requested and are required without a signed contract. Resources and books will be invoiced separately from professional development services. Books and resources will be shipped approximately 30 days prior to engagement; please notify Corwin with specific delivery requests. Expedited shipping will apply should the client request it.
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- This proposal for services is intended to be a working document and is subject to change based on client needs



SAGEPUB-01

SKUMA

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

11/02/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0757776
Encino, CA - GNW - HUB International Insurance Services Inc.
16030 Ventura Blvd., Suite 500
Encino, CA 91436

CONTACT NAME: Guek Kiel
PHONE (A/C, No, Ext): (818) 257-7416 FAX (A/C, No):
E-MAIL ADDRESS: Guek.Kiel@hubinternational.com

INSURER(S) AFFORDING COVERAGE

NAIC #

INSURER A : Hartford Accident and Indemnity Company 22357

INSURER B : Hartford Casualty Insurance Company 29424

INSURER C : The Travelers Indemnity Company 25658

INSURER D : Federal Insurance Company 20281

INSURER E :

INSURER F :

INSURED

Sage Publications, Inc.; Corwin Press, Inc.
2455 Teller Road
Thousand Oaks, CA 91320

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	X		72UUNHC1193	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 1,000,00 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,00 MED EXP (Any one person) \$ 10,00 PERSONAL & ADV INJURY \$ 1,000,00 GENERAL AGGREGATE \$ 10,000,00 PRODUCTS - COMP/OP AGG \$ 2,000,00
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY			72UUNHC1193	07/01/2018	07/01/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,00 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 0			72RHUHC0986	07/01/2018	07/01/2019	EACH OCCURRENCE \$ 20,000,00 AGGREGATE \$ 20,000,00
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	N/A	UB-7K888611-18-43-G	07/01/2018	07/01/2019	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,00 E.L. DISEASE - EA EMPLOYEE \$ 1,000,00 E.L. DISEASE - POLICY LIMIT \$ 1,000,00
D	Errors & Omissions/P			82223852	07/01/2018	07/01/2019	Ded: \$25,000 / Aggr. 3,000,00

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Kyrene Elementary School District No. 28 is added as additional insured as required by statute, Contract, Purchase Order or otherwise requested it is agreed that any insurance available to the named insured shall be primary of other sources that may be available. 30 days cancellation EXCEPT 10 days' notice for non-payment of premium.

CERTIFICATE HOLDER

Kyrene Elementary School District No. 28
8700 South Kyrene Road
Tempe, AZ 85284

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



Contact Information:

Amelia Corea

Senior Account Manager

805-338-1573

amelia.corea@corwin.com

Aaron Heintzman

Client Engagement Manager

805-454-5067

aaron.heintzman@corwin.com
